

DOCUMENT RESUME

ED 151 052

JC 780 141

AUTHOR Carhart, John I.; Collins, Charles C.
 TITLE Governance: A Community College Model.
 INSTITUTION Los Medanos Coll., Pittsburg, Calif.
 PUB DATE 77
 NOTE 126p.
 AVAILABLE FROM Community College Press, Los Medanos College
 Bookstore, 2700 East Leland Road, Pittsburg,
 California 94565 (\$6.00)

EDRS PRICE MF-\$0.83 HC-\$7.35 Plus Postage.
 DESCRIPTORS Accountability; *Administrative Organization;
 *Cluster Colleges; College Administration; College
 Curriculum; Community Colleges; Decentralization;
 Decision Making; *Governance; *Junior Colleges;
 *Management Systems; *Models; Organizational
 Development; Organizational Theories; Policy
 Formation; Presidents
 IDENTIFIERS Participatory Governance

ABSTRACT

The purpose of this report is to describe the development of the input/output governance model at Los Medanos College and to explore the governance issues pertinent to all community colleges. Considerations in creating the model included the issue of authority and responsibility in terms of legal sources, the authority and accountability hierarchy, multiplicity of input, decision-making, and confusions on authority and constituency sources; curriculum as a determinant in governance; the distinction between instruction and service officers; an integrated view of community services; and student government. The model depends on 11 factors: establishing a high structure college posture to achieve defined goals; developing compatibility with and support for college curriculum; cherishing and capitalizing on participatory input; making the president's decision-making authority legally and logically clear; recognizing institutional over individual will as the ultimate priority; shortening communication lines and giving assurance that everyone is informed; creating a flattened, lean hierarchy; decentralizing the student personnel function; largely erasing the demarcation between academic and career education; integrating day and evening programs as well as community services with curricular offerings; and doing away with departments and divisions by substituting cluster organization. Policy inputs, management philosophy, organization, and function, and the role of the president are reviewed. (TR)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED151052

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Charles C. Collins

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC) AND
USERS OF THE ERIC SYSTEM."

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY.

GOVERNANCE: A COMMUNITY COLLEGE MODEL

Authors:

John I. Carhart
Charles C. Collins

Secretarial Production:

Cheryl A. LaFleur

Copyright Community College Press, 1977

JC 780 141

FOREWORD

This book tells the story of why and how a community college came up with a radically different model of governance. It is not a book on governance theory, although we are convinced that any sound organization must be firmly grounded on a theoretical base. It is not a book devoted to touting this unique model, even though we do think that many parts of it are exportable. It is simply a book in which we pose again the hard questions which did get asked and how a serious, sincere effort to answer these questions brought us to a model of governance far removed from that of the traditional community college.

We offer this book to our colleagues in community college education with the hope it will be a small contribution to our profession.

John I. Carhart

Charles C. Collins

ACKNOWLEDGEMENT

We would like to acknowledge that though we are sole authors of this book, we are not sole authors of this model of community college governance. The original planning we shared with our colleagues Karl O. Drexel, former superintendent of the district, and John Porterfield, Richard Worthen and Lenard Grote, instructors at Diablo Valley College. Since the opening of the college, the staff and students have tested the model, criticized it, corrected it, indeed shaped it to fit them and to fit the context in which it operates. We are proud to be their associates in the founding of Los Medanos College and to be the reporters of this collective effort to create a new model of community college governance.

John I. Carhart
Charles C. Collins

TABLE OF CONTENTS

	<u>Page</u>
Title Page	
Foreword	i
Acknowledgement	ii
List of Tables	iv
 Chapter I The Context and a Beginning Inquiry	 1
 Chapter II Assumptions, Premises, and Logic Supporting the Model	 11
 Chapter III The Governance Model: Policy Input	 33
 Chapter IV The Governance Model: Management Philosophy and Role of the President	 61
 Chapter V The Governance Model: Management Organization and Function	 79
 Appendices	

LIST OF TABLES

		<u>Page</u>
Table 1	The Governance Arc	25
Table 2	Los Medanos College Governance Model	38
Table 3	Elaborated Governance Arc	39
Table 4	Communication Flow Chart of Policy Input	60
Table 5	Instructional Managers and Their Relationships	68
Table 6	Structure of Management Output	81
Table 7	The Relationship of Management Committees to College and District Governance	94

We would like to dedicate this book to Professor-Emeritus
Leland L. Medsker who has been mentor and friend throughout
both our professional lives.

Charles C. Hollins
Joan Constant

CHAPTER I

The Context and a Beginning Inquiry

The best way to start a new college--or to revamp the governance of an established one--is to ask a lot of probing questions. The college on whose experience this book is based had the unusual opportunity to do just this well before it opened its doors. The questions its founders asked were radical. No practice was considered immune to challenge, no tradition was held sacred, no new possibility was rejected out-of-hand as unthinkable.

On the principle that form should be derived from function and functions should be behavioral manifestations of goals the college planners first had endless dialogue leading to reasonable consensus on the goals of the new institution. From these goals the consequent functions were defined. Only then was serious thought given to the most effective and appropriate governmental forms for fulfilling these functions. This is the process that generated the questions.

The Controlling Question

One question, the answer to which eventually gave the very skeleton to the new model, was this: what is the major source of trouble and contradictions in the traditional governance of community colleges? The answer which was gradually forthcoming was that there is monumental confusion between policy input and management output.

Once this became a shared insight many aspects of governance began to fall in place. At its most simple level the paradigm of governance inherent within this insight is that any college governance model should describe an arc of policy input → decision making → management output. Of course it gets much more complicated than this as will be seen later. Even so, if this is accepted as an axiom, as a first principle, then much of the fog clears and the contradictions such as the anomalous role of department chairpersons or such as policy decisions by managers get resolved. A college should not have people serving in a limbo, somewhere between management and faculty. Managers, even the president, should not make policy decisions without the benefit of prior policy input by all affected thereby.

In regard to this first issue, both the question was posed and the answer was given. This was done because the significance of this particular answer is qualitatively different from the answers to other questions which will follow. Also, it illustrates the point that if hard questions are followed by hard thinking some break-throughs can be achieved.

Other Crucial Questions

The primary, if not the first, question then was this: can there and should there be a pragmatically clear distinction drawn between policy input and management output? It sounds like an innocent question and the answer can be a facile one until the implications and the consequences of the answer begin to be followed out to their logical end. The same is true of all of the clusters of questions which will follow. It was the Los Medanos College experience that most, if not all, of these questions trigger booby traps which explode previous assumptions and beliefs.

- ... What is the legal source of authority in a community college? Within any one college where does it reside?
- ... Can legal authority and legal responsibility be separated, be put in different hands? Within any one college where does ultimate responsibility reside? What does responsibility mean; responsibility to whom?
- ... Is every agency of government, including community colleges, a bureaucracy? By definition must bureaucracy have some hierarchy? Does the logic of hierarchy reinforce the president's authority?
- ... Do legal authority, legal responsibility and hierarchy of organization all lead logically to singularity of decision making? Is this in contradiction to the proposition of government by consent of the governed? If so, how can this contradiction be resolved?
- ... Is Milton Mayer correct in saying there is inevitable and unending conflict between the institutional "will" and the individual "will", between the institutional "good" and the individual "good"? If so, how can this be resolved? Who can best define the institutional "will" and the institutional "good"?
- ... In the traditional model of governance, what are the channels of input leading to decision making in the formulation of policy? Is it participatory input or representative input? If the latter then how do all voices, all points of view, get heard?
- ... Is it possible to have an unbroken chain of communication leading up to and down from policy decision-making? How interlocked is the communication chain in most colleges? How can everybody be kept accurately informed and is this goal worth the loss of speed and efficiency it entails?

- ... In the traditional model, how is alienation of staff members and students avoided? Is it possible to have smallness within a larger framework of bigness?
- ... Are traditional management organization and functions congruent and compatible with curricular goals? Does the management structure obliterate or perpetuate the division between the academic and the technical-vocational? Does it diffuse the student personnel function throughout the college or does it wall it off into a separate compartment? Does it integrate the curriculum irrespective of time of day or does it separate it into a day and an evening curriculum? Does it merge curriculum with community services or does it separate them?
- ... Is the president the educational leader of the college? If so, what then is the dean of instruction? Is the president the chief liaison with the community? If so, what then is the dean of community services? Why should there be any categorical separation between student personnel services and instructional services?
- ... Are departments congruent and compatible with community college curricular goals? Are departments inimical to interdisciplinary education? What, if any, are the justifications for departments within small colleges?
- ... What is the distinction between service officers and instruction officers? To whom should each group report? Is there a value in keeping this distinction reasonably clean cut?
- ... Why should there be any categorical distinction between certificated officers and classified officers in the management team?
- ... What are the power sources in community colleges? What is their legal basis? What and how strong is their political base? By what justification

are they made a part of the legal governance structure? Should they be lobbies outside the legal structure of governance?

... Within the management structure are there semi-autonomous baronies of power competing with each other? Is this inevitable or can it be minimized or even avoided?

... How do students fit into the policy formulation of the college?

Some Disclaimers

The searching attempt to answer these questions explains why Los Medanos College was organized along a governance model significantly different from that of the traditional community college. By the fourth year of operation this new model was not only surviving but seemed to be flourishing. Even in the first year it began to get some local attention and this has grown to statewide and even some national interest.

It is not really surprising that some of this attention was negative, for the very notion of change carries with it some threat. Neither is it surprising that the word of mouth reports on this governance model sometimes became so distorted that those who were living it could not recognize that the critics were talking about their governance system. However, most people who heard about this new model were neither negative nor positive; simply, their interest was whetted. They wanted to know more about it and this book is a response to the compliment of their interest.

During the great expansion of the early '60's, the community college boosters loved to cite that nation wide a new community college was created on the average of one a week. In the "steady state" of the '70's this has a hollow ring. A few, but not too many, are going to have the good fortune of Los Medanos College to start from scratch, from ground zero--even better, to

have some time to think before being stampeded into action. Even for this few, the Los Medanos College model is not being touted here as a template that will cut out replicas fitting any new situation. Far from it. It is not a model in that sense. It is a model only in the sense of providing a new way of looking at old (and shared) organizational problems.

With this caveat and from this perspective, the content of this book should provoke as much interest and have as much value for educators in old established colleges as for educators founding new colleges. The term "steady state" was put in quotes because there is no such thing as a truly steady state. Change is inevitable. Consider how different 1977 is from 1957--or even 1967. New realities come along, e.g., collective bargaining or reduced enrollments, and that which worked yesterday doesn't work today. Not many educators, including those at Los Medanos College, are so smug as to say "We have found the answers." Nor are they so despairing as to say, "No matter how bad things are there are no ways to change them."

This book is therefore offered as a provocation to thought: no more. It will in a direct or indirect way describe the thinking process that went on in the creation of the Los Medanos College model. It will raise those governance questions with which every new college and every old college has to struggle. It will report the tentative answers--and their rationale--at which one college arrived. If in the process it stimulates other educators to address these same questions and come up with their own answers this book will have served its purpose.

The Local Context

Los Medanos College has a lot in common and a lot of differences with other community colleges in the United States. It is the third and presently

the smallest of the colleges within the Contra Costa Community College District. It was obliged to accommodate itself to the existing district governance although, happily, campus autonomy has always been a prevailing district principle. It was also obliged to overcome the mind-set that its organization would replicate that of its older sister colleges. Its honeymoon year, 1973-74, had to be spent living with its relatives at their campus. It is now in its fourth year of operation on its own campus and using the governance model to be described.

The campus of Los Medanos College overlooks the confluence of the Sacramento and San Joaquin Rivers. It also looks down on a lot of taxable wealth. The roster of industries that dot the banks of this tributary to the San Francisco Bay reads like the Dow-Jones Industrial Index: U.S. Steel, Pacific Gas and Electric, Dow Chemical, Stauffer Chemical, Fibreboard, Crown Zellerbach, etc.

It is not a poor district but the upper middle class and rich people do not live in the towns which Los Medanos College serves. The students are the children--and the parents--of working class families. They work in those plants and mills; they do not own them. They are good people but most don't come to college with rich educational and cultural backgrounds. Often they are the first in their families to venture into a college. About 25 per cent of the students are from minority cultures with roughly 9 per cent Black and 12 or 13 per cent Chicano. Reflecting a happy correction that has occurred in this society, a little over 50 per cent of the students are women. The average age for the 3200 day students is 23 years and the average for the 5400 day and night students is over 27 years. In sum then, Los Medanos College is a relatively small college serving a fairly typical community college student body.

There are some dimensions to the college which are not so typical. Because there was planning time prior to opening, and thanks to generous grants from the W.K. Kellogg Foundation and the U.S. Office of Education, an innovative general education program and a unique staff development program were established. These are mentioned because they have a symbiotic relationship to the governance model.

One hypothesis which became an axiom was that curriculum should be a determinant of the management side of the policy input  management output arc. As will be seen later, the structure of management is in fact congruent with this general education core. Perhaps easier to see at this point is the dependency of a new governance model on professional staff development. It made possible the induction of new and inexperienced staff members many of whom were those Blacks, Chicanos and women just emerging from the university pipeline. It allowed for a balance by ethnicity and sex as well as a counter-balance to the inevitable mind-set following from years of experience in traditional models. The experienced people tempered the young and the young challenged the thinking of the experienced.

No particular brief is being made here for the general education and the professional staff development programs at Los Medanos college. However, pervasive throughout this book will be the arguments 1) the management side of governance has to be congruent with the curriculum and 2) change in governance requires learning/re-learning, and learning/re-learning among professionals calls for professional staff development.

The Planning Process

For several years prior to the opening of Los Medanos College the superintendent of the district brought together some people knowledgeable about

community college education to do the preliminary planning. This small group met about once a month for marathon sessions covering every aspect of community college operation and giving particular attention to curriculum and governance. One member of the group was the president-designate, but he was a president without a staff; so the other planners had to be outside consultants with teaching and administrative experience, one of whom did and the others did not later join the college staff.

All of this is mentioned because some conclusions from this experience can be derived. First, there has to be planning and planning takes time. Those who do not have time for planning are restricted to one option: to take without question the traditional way of doing things and regardless of soundness or fit impose it on the new situation. Second, a president, no matter how knowledgeable, needs input from other people experienced in community college education. In most new college situations a president can't wait until he has a staff because the staff arrives simultaneously with the students. Of course in an established college considering change the president can turn to staff members for this absolutely essential input. This lesson was well learned and was later writ large as the whole input system of the governance model. A third conclusion from this experience was that diversity of point of view slows planning down but also so enriches it that the product is worth the price paid in frustration. One last conclusion drawn from this experience is that small groups lend themselves better to depth consideration; hence, in the model, staff input should involve small group discussion leading into large group discussion and then back again into some representative small group.

This small group of pre-planners, though sophisticates in community college education, tended at first toward the impatience of the queen in Alice Through

The Looking Glass: "Verdict first, trial later!" The lesson that proper questions have to precede proper answers was hard to learn. This penchant was no fault peculiar to this group; it seems to be the trap into which all planning groups first fall. Happily, it was learned well enough so that its avoidance was taught to subsequent planning groups when the staff was engaged. The lesson is exemplified in a slogan which now has wide currency among the staff: "There is nothing quite as practical as good theory." From this initial experience and over the years staff and students at Los Medanos College have learned that proposals have to be preceded by searching questions and by honest statement of assumptions. Further, whatever is proposed has to fit into the total scheme of things and cannot be an anomaly just pasted on in some fashion.

Of course this original ad hoc planning committee lost its purpose for being with the appointment of regular staff members. True, this group did sketch the outlines of the big overall plan. However, all the details and the nuances and the corrective modification have been filled in by the staff and students as they have worked with the president on policy input and by the management team and the management committees as they have worked with the president on management output. At this point the authorship of the Los Medanos College governance model is like that of an anthology and that process continues.

The slogan previously quoted is true: "There is nothing quite so practical as good theory." The advice implied in this slogan is going to be taken. Before going into a description of the Los Medanos College governance model time and space is going to be taken for a chapter for a delving into the theoretical considerations that undergird this model.

CHAPTER II

Assumptions, Premises and Logic Supporting the Model

The governance model to be described in this book is radically different from the traditional governance structure in community colleges, and indeed from all colleges. This fact alone generates a special obligation to clearly expose the theoretical bases upon which the model was built.

Most reasonable people are willing to withhold judgment and to entertain new ideas if they can see that a serious effort was made to think through the problem from which the new idea grew and to lay out its rationale for all to see. Certainly those people who are going to live with this model, or some variation of it, need to think about and arrive at reasonable consensus on the assumptions, the premises, the philosophic postulates and the logic which support the governance structure within which they will live their professional lives.

What follows then in this chapter is a reconstruction of the thinking that became basic to the governance model to be described in later chapters. First, long attention will be given to the crucial issue of authority and responsibility. Then, in the latter part of the chapter, curriculum as a determinant in governance, distinctions between instruction and service officers, and several other theoretical considerations will be given somewhat briefer treatment.

Legal Sources of Authority

The theoretical basis for representative democracy is that the people (voters) are sovereign but since they cannot exercise their sovereignty

en masse, they elect representatives and give their power to these representatives to act for them. In respect to public community colleges, this is done at two levels. The people elect state legislators who enact laws pertaining to education which eventually find their way into the state education code. In California, for example, the enabling acts which charter community college districts and which stipulate the powers and duties of district governing boards, are brought together under Division 16.5, Community Colleges, in the California State Education Code.

This first level of representative democracy actually establishes the second level. The law passed by the elected state legislators specifies that the people within a district will elect a district governing board and that, within the bounds of existing state laws, such boards will have all residual powers to operate and manage the community colleges within that district. This was said about as clearly as it can be said in a 1976 U.S. Supreme Court decision: "Wisconsin law vests the governmental, or policy making, functions exclusively in the school board. By virtue of electing them the constituents have declared the board members qualified to run the schools."

District governing boards are primarily legislative bodies even though they partake sometimes and somewhat of the executive and judicial functions. These boards decide basic policy then delegate authority for decision-making to the officers whom they appoint--and whom they can dismiss. To emphasize this point it should also be put negatively: neither faculty, nor classified staff, nor students are the constituency from which the decision-making authority is derived. It is delegated by the governing board members who, in turn, have been vested with legal power from two sources, 1) the voters in the district and 2) the state legislators who were elected by the voters in the state.

There should be no confusion on this key point. A college is not a miniature representative democracy in which the faculty, staff and students are the constituency. A public college is a bureaucratic agency established to fulfill the goals and the policies laid down by the elected state legislature and the elected district governing board.

Logical Hierarchy of Authority and Accountability

Designating a public college as "a bureaucratic agency" was not to use the word bureaucratic in a pejorative sense. A community college is an organization with a diversity of rather precisely defined functions and with a hierarchy of authority and accountability. Members of administration, faculty and the classified staff are all officers of the college and are delegated the authority to perform their particular functions and are held individually accountable for them. However, this delegation of authority and this accountability do operate in a hierarchical way. The higher the person is on the hierarchy the broader the authority and the greater the accountability that person has.

It is obvious that everyone on a college staff cannot be delegated equal power and cannot be held equally accountable. Instead, the governing board says in effect to its chief administrative officers: "We delegate the authority to you to carry out the goals and the policies we have set and we are going to hold you accountable that they be performed. You, in turn, may delegate some of this authority in varying degrees to all of your staff members but we are going to hold you accountable for the performance of everybody."

The constraints of time and the boundaries of good sense dictates that the board cannot allow the span of direct accountability to become very broad. In one sense, the span is limited to one person; the chancellor of the district. Practically, however, the span of direct accountability also encompasses the

college presidents. Since the model to be discussed in this book focuses on college, not district, governance, the point should be made in that context: The governing board delegates authority to the president to make all necessary decisions regarding the college and holds that president accountable for the correctness of those decisions. It is not a shared authority that is delegated and, ultimately, it cannot be a shared accountability.

Proper exercise of authority assumes knowledge and knowledge is gained by having access to information. Everyone on a college staff has information to contribute but all do not have equal access to information. The communication of information is channeled upward in the hierarchy and the apex of that flow becomes the logical point for decision making.

Similarly, people at different levels in the hierarchy have different breadths of perspective. The person who has the biggest picture is in the best position to make the big decisions. The person whose position forces institutional perspective is most likely to have the strongest institutional commitment. That person may have character or personality faults that may sometimes obscure the validity of this reasoning but nonetheless the logic is there and it holds in most cases.

There is another theoretical consideration that involves institutional perspective. It follows from the human condition that there is inevitable conflict between the individual will and the institutional will. It is a certainty that each person knows fully and feels strongly his individual will and is quick to pursue it. But, freedom of the individual will (including academic freedom) is never absolute for in any social order the state must exercise some abridgment of the will of every one individual in order to broaden the freedom of all individuals. The question then is who is most

likely to "know fully and feel strongly" the institutional will? It seems to follow that those with the broadest institutional perspective, those whose position most demands commitment to the institutional goals, must have ultimate authority. must, when necessary, be able to decide against the individual's benefit and for the institution's benefit.

As will be developed in the next section of this chapter, there is a way of greatly mitigating the seeming authoritarianism of this position. This inevitable conflict of the individual vs the state can best be resolved by seeing this individual, and helping the individual to see himself, as part of the state; by giving all those who are affected by decisions an active voice in the decision-making process. Even so, the argument thus far is that legal authority and hierarchical accountability require that governing boards select administrative officers, hopefully with high leadership and executive ability, and vest them with the authority to carry out the policies legislated by the board.

Multiplicity of In-Put

There are laws in most states, certainly in those states with collective bargaining, which do mandate that administration and faculty will "meet and confer" on certain personnel and academic issues. Such laws do not stipulate a shared authority for if they did they would create serious contradictions in the legal source of authority and in the placement of accountability. However, "to meet and confer" does recognize the essential value and the political advisability of having a multiplicity of input. The spirit should go much beyond the letter of this law.

The quality of decision-making is based upon the amount of knowledge brought to bear on the issue, and upon the good judgment of the decision-maker.

If there is not in-put from every person who has a stake in the decision then the decision-maker will not have all the knowledge to factor into the judgmental process. To be sure, time and other constraints put limits on the amount of in-put but the principle is there: soundness of decisions is based on knowledge and knowledge has to have sources. The decision-maker needs to know what the options are and what consequences will follow from each of the possible options. The best source for finding this out is to consult with the people who will be affected by the decision. This argues, therefore, for a structured communication channel that will funnel all points of view to the decision-maker.

Singularity of Decision-Making

If the theoretical points thus far advanced are correct, the ultimate decision-making has to be done by the one person who has been delegated the authority, who is at the apex of the hierarchial communication flow, and who is clearly accountable. At the college level, and on all issues of college-wide importance, this one person is the president.

To be sure, deans, directors, instructors, secretaries, indeed all staff members, may and do have delegated authority to make decisions within the boundaries of their job functions. But any one of these decisions can be appealed, overruled, vetoed, countermanded by the person who has ultimate institutional authority and accountability. It cannot be otherwise. In any complex, social organization someone has to be in charge. To paraphrase President Harry Truman, the buck has to stop somewhere. Decision can't be made by vote. The staff is not the president's constituency. The president is legally accountable through the district chancellor to the governing board, not to the staff.

At first reading, this may sound as if the decision-maker, the president, has license to operate arbitrarily and by whim. This, of course, is not so. The reality of opposing wills is always there. The president does have to account for his decisions; legally to the governing board and professionally and politically to staff members. If the president violates professional ethics, charges can be leveled. If the president loses the confidence of staff members this will manifest itself in a hundred ways and will either informally or formally come to the vivid attention of the chancellor and the board members. A president's judgment has to be vindicated by the consequences of that judgment and when it is not, it becomes glaringly apparent. Any president who has given any serious thought to the dynamics described here will want to maximize the in-put and will listen closely to it. And from the same reasoning, the thoughtful president will, within the boundaries of board policies, both claim and guard decision-making authority and will assiduously avoid any confusion arising in this regard.

Confusions on Sources of Authority and Constituencies

There are continuing confusions regarding sources of authority and constituencies and some of the confusion is understandable. For instance, faculties do have the power of professionalism, of tradition and of numbers, but it is not from these extra-legal sources of power that administrators derive their legitimate authority to act. Even this is subject to easy confusion for administrators do come from the ranks of faculty. They have learned to think like and identify with faculty. They usually share faculty's point of view that educators should not just reflect or mirror whatever status quo the community (read governing board) holds dear but should also be change agents of that community. Therefore, administration is not just the board's

puppet or even its arm of objective, dispassionate management. Administration is often in agreement with and in unspoken alliance with the faculty and frequently act in the role of advocate.

However, none of this should obscure the legal facts. Administration is delegated its authority to make decisions by the governing board. It may and does try to influence that board and when it does so it may sometimes sound as if it is counterposing faculty power. Certainly, it often speaks for faculty. There are, admittedly, power sources within academia other than legal and these do put constraints on administration and through administration on to the board. Even so, the ultimate source of authority is legal and any governance model, traditional or innovative, has to be based on this hard fact.

There are quite legitimate constituencies within the college such as the academic senate, the teachers' union, the Black faculty association, the student body and others which command respect and have to be heard. However, they are not integral to the governance of the college. They are analagous to caucuses or lobbies where their strength of voice is increased by numbers. This does not make them a recognized entity within the governance model. This is obvious enough with agencies such as the teachers' union or, say, the La Raza faculty. It is less clear with the academic senate, since this body is often stipulated as the agency for "meet and confer" mandates. Of course all of these special interest groups, not just the academic senate, deserve the respect of "meeting and conferring." But, "to meet and confer" in itself implies that they are outside agencies with at least a hint of adversarial relationship and thereby clearly indicates that they are not integral parts of the structure of governance. No more so than lobbies are an official part of the structure of state or national government.

The thinking thus far described all focuses on the fundamental issue of who has ultimate authority and responsibility in the internal governance of a community college. Of course this was not the only theoretical consideration that preceded the formulation of the model although, admittedly, it was a big one. The relationship of curriculum to management structure was also seen to be a crucial area and it will be to that and to other issues pertaining to governance to which attention will now be turned.

Curriculum As A Determinant of Management

The business of a college is teaching. Everything else is peripheral. The purpose of a college is to teach bodies of knowledge and their attendant attitudes and values. It is expected that this teaching will result in learning, and in most cases and in varying degrees this expectation is met. This primacy of instruction of the curriculum in the college functions strongly suggests that management structure should parallel some natural sub-division of the curriculum.

If the president manifests a serious interest in the teaching/learning equation, as indeed he should, then it is the president, not the dean of instruction, who is looked to as the academic leader of the college. This obviates an essential aspect of the dean of instruction's traditional role and suggests the possibility of a more flattened hierarchy with a lesser dean giving leadership to each of the most major subdivisions of the curriculum. This, in turn, would further flatten the hierarchy since it would, at least in a moderate to small sized college, eliminate any necessity for division heads for these area deans would not only serve this function but would also take the confusion out of it. They would be a definite part of management, and would not, as divisions heads frequently are, be in some limbo between management and faculty.

Two tiers of the academic hierarchy, the dean of instruction and the division heads, would, by the force of this reasoning, disappear. The lines of communication would be shortened and its flow would be direct from faculty member to area dean to president.

This mind set that management structure should be congruent with the curriculum generates further ideas for paring down the administrative superstructure. One idea: The importance of the counseling function is not co-equal with the importance of the teaching function. It is important, yet it is not as big in scope nor as central to the college's reason for being as is teaching. Further, educational and vocational counseling is a responsibility shared between professional counselors and faculty members who are specialists within their respective fields. Personal counseling is a commendable service but who can deny that it is ancillary, not central, to the purpose of a college? Other personnel functions such as placement, health services, student aid, student activities, etc. are really quite disparate and collecting them all together under one dean is arbitrary, or at least has no particular supporting logic. There is a persuasive logic that would argue that the student personnel point of view should be pervasive throughout the whole college and the best way of accomplishing this end would be to decentralize student personnel so that all have a share in it. If such were the case, the office of the dean of student personnel could be eliminated.

A second idea: To make the spurious distinction between career education and academic education and then create deans of each is to build administrative structure on an illusion. The student in liberal arts preparing to be a teacher is as career oriented as the person in welding preparing to be a welder. What is the difference between a student studying to be a dentist

and a student studying to be a dental assistant? Both are career education. Or, on the other side of the coin, don't small-engine mechanics need to read and write and calculate and, indeed, aren't they also going to need education for citizenship and for richness of thinking and living? The conclusion of this logic is that the traditional model of having an associate dean of liberal arts and an associate dean of technical-vocational (career) education under the dean of instruction may be an unnecessary, artificial and expensive way to do it. Even worse, it seems to foster an invidious distinction in the minds of students and faculty. This has been historically true and there appears to be no signs of its abatement as long as there are deans of liberal arts and deans of career education who have vested interests in sustaining this harmful distinction.

It is true that large, self-contained programs do need a managing officer. For example, nursing programs do need a director as do, say, programs in fire science or police administration. However, these directors should be subordinate to the dean of the curricular area in which they fall. Perhaps all sub-areas, when they grow large enough, should have professional administrators directing them. Maybe this is the way in which community colleges can grow large in student enrollment yet keep a lean and flattened administrative hierarchy.

A third idea: A college has a curriculum; whether the sun is up or down shouldn't affect it in any significant way. It is true that the schedule format has to be different between the day and the evening. Even so, there should be complete curricular integrity between the day and evening programs. Such curricular integrity is not fostered by having a separate management of the evening program. Quite the contrary; evening deans often try to create their own barony and only admit symbolic suzerainty to the college dean of

Instruction. On the face of it, appointing deans for curricular areas rather than for times of the day, seems to make more sense.

There is one other important curricular determinant of management which should be introduced here and then treated more fully in other portions of this book. If the curricular goal of a college is to provide an interdisciplinary education to its students, then any management structure which endorses and fosters high specialization and separatism by discipline should be avoided. High specialization makes some sense in universities, particularly in graduate schools, and it was at universities where the department model was developed. Community colleges need to have as their core interdisciplinary general education. This is as true for the two-year terminal student in radio repair as it is for the transfer aspirant in philosophy. Community colleges simply inherited the concept of departmental structure and adopted it out of convenience and default of thinking. There is no persuasive rationale to support and sustain it.

Some Distinctions Between Instruction and Service Officers

Instruction officers give leadership to the primary function of a college; teaching. They are the deans who are in charge of curricular areas. They are the directors who with some supervision by their respective dean head up large curricular sub-areas. In traditional models, though confused by the ambiguity of being part-management and part-faculty, division heads and department chairmen are instruction officers.

Service officers give leadership to special functions of the college like student placement or financial aid or student activities or health services or bookstore or cafeteria or admissions or library or business services or professional staff development. These are crucially important services that are performed and often involve an intimate connection with instruction. They

are still distinguishable, however, since the task being performed is really an ancillary service that contributes only indirectly to the central teaching function of the college.

Some of these special services are so directly related to an instructional area that it makes sense for the service officer in charge to fall within the province of one of the deans. Those service functions which are college-wide in their impact should fall under the most general officer of the college, namely the president. A vigorous president should be able to handle a span of direct authority encompassing eight to ten instruction and service officers reporting directly to him.

The duties and responsibilities of some service officers are remote from teaching and therefore do not require a credentialed instructor to perform them. Teaching experience is not really a relevant criterion for selection of a placement officer. Insisting on credentialed people often results in taking people from a profession in which they are well prepared and putting them in a profession in which they are poorly prepared. Whether credentialed or not, these service officers are a vital part of the management of the college and their emoluments of office should reflect this.

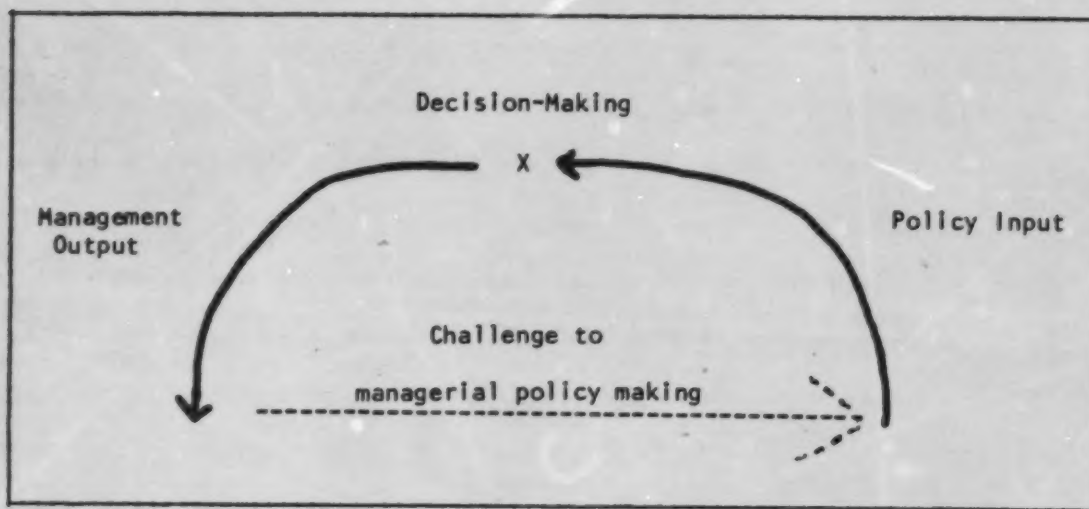
Policy Input and Administrative Output

Perhaps it needs to be said again at this point that policy must eventually be legitimated by the governing board. However, board members rarely initiate policy. They endorse it or reject it after it has worked its way up to them. Further, there is a whole and ever-growing body of college policy that simply gets decided at the college level and only comes to the attention of the board if it becomes controversial, or begins to run counter to more basic prevailing policy. So, most policy is initiated at the college and frequently gets decided there.

Earlier reference was made to the ancient and inevitable struggle of the individual vs. the state, of the will of the individual vs. the institutional will. In this unending battle, the state (the institution), of necessity, most often wins. The only real resolution to this contradiction within the human condition is for the individual to see that he is a part of the institution, indeed to identify with and involve himself in the institution. When this occurs he then has a voice in making the institutional will and is not just a defeated victim of it. To be sure, often his individual will is thwarted but occasionally it prevails fully and rather frequently a compromise version of his individual will becomes the institutional will. •

The question then comes to be how to effect this within an educational institution without teachers and students consuming endless hours getting into the acts of management and, on the other side, without the team of managers simply taking over all aspects of the policy-making function. The answer would seem to lie in clearly separating the two processes so that everyone affected by academic policy matters has a means of giving his point of view prior to the act of decision, but to turn over the implementation to appropriate managers once the decision has been made. Admittedly, there is a certain simplistic quality to this answer since at least some minor policy gets created in the very implementation of major policy. Without setting up bureaucratic and time consuming policing, this is probably unavoidable. However, it doesn't seem too threatening as long as those who are adversely affected by this managerial policy accrual can challenge it by referring it back to the input side of the policy input--administrative output arc. A rough sketch of this arc is illustrated in Table 1.

TABLE 1
The Governance Arc



This cross over can, and will, also come from a different dynamic. In the implementation of policy, managers will often become the most accutely aware of a policy vold. Because of this they will, out of preportion to their numbers, be the ones who initiate a policy recommendation over on the policy input side of the arc. This may make it look like a manager dominated process while in reality it is much more innocent and simply follows from the logic that those standing at a more advantageous perspective often see problems (and possible solutions) sooner and more clearly.

Smallness Within Bigness

It is almost a truism that full communication among people is easier to achieve in a small group than in a large group. In a big group the articulate and/or the assertive people talk and those who may think as well but are quieter personalities remain silent. Further, in a large group there simply

is not enough time for everyone, or even a good sample, to speak. What usually happens then is the substitution of a vote for speech.

But to have a vote is not the same thing as to have a voice. In a vote the range of vocabulary gets reduced down to 'yes' or 'no'; to Smith or Brown. The distinction that is being made here is between representative democracy and participatory democracy. No doubt there is a place for representative democracy; the whole population can't be sent to babble in the halls of Congress. But in a relatively small institution, such as a college, there should be a way to provide maximum opportunity for each person to give voice to his thoughts and sentiments.

This need is particularly acute when legally and structurally the responsibility for decision is vested in a single person. Such a person - the president in the college context - needs to hear the argument in the same way a judge needs to hear the argument. Issues of any moment are complex, and to fully understand them all facets need exploration, all perspectives need to be known. It doesn't help the decision-maker very much to know that 10 people are 'for' something and that 8 people are 'against' it. The decision-maker needs to know why they are for it or why they are against it. There may be one person among the minority who has an absolutely compelling objection which never crossed the president's mind. This in no way gets transmitted in a simple 'no' vote.

So, to achieve the satisfactions of participatory democracy and to fully inform the person making the decision of all points of view, an organizational method must be instituted to give each person in the academic community a chance 1) to understand the dimensions of an issue, 2) to voice his thoughts on that issue and 3) to percolate these perspectives up to the president or to whomever it is that is making the decision. On the face of it, this seems

to call for large group sessions for full explanation of the issue, small group sessions for airing of all views and some kind of organizational vehicle for carrying the diverse messages to the president.

An Integrated View of Community Services

The appellation junior college was changed to community college for very good reasons. In the short history of these colleges it was soon seen that they were not just lower divisions for students planning to transfer to senior colleges. They were agencies created by the communities and designed to serve the whole community. They became the cultural centers of the community but the line between culture and entertainment was often found to be hard to draw e.g., is a musical concert culture or entertainment? As these colleges began to provide these activities it became more and more demonstrable that curriculum can come in big and small packages, sometimes taking a semester and sometimes taking only an hour or so. Further, teaching is not restricted to the classroom and it can often be done very well by people who are not credentialed teachers at all e.g., a festival of gospel choirs is a learning experience for listeners as well as participants and might best be held in churches and be led by choir directors.

So, newly recognized functions led to appointment of deans of community services. But to have a dean of community service raises two contradictions. The one staff member most keenly in tune with the community and most responsive to arising needs in the community is the president. If this assertion is valid, then the president ought to be his own dean of community services, or at least ride close herd on the coordination of this function thereby obviating any need for a dean of community services.

The second point follows from the first. Community services are not just arts and lectures series; they are not even restricted to curriculum and instruction. They cut across all functions of the college and should involve all segments of the academic community. They should involve all of management, they should involve faculty, and they certainly should involve students. How can a dean of community services muster involvement from these three groups?

Although rarely used in this way, students could provide a bridge for the college to go out to the community and for the community to come in to the college. Students are indigenuous to the community and their student activities (a jazz concert, a La Raza dance, a women's concerns lecture, a writer's club, poetry reading) are often a community service flying under a different flag. Why not recognize and benignly exploit this possibility? Some community service funds could be given to student clubs and organizations as seed money for them to involve their counterpart clubs, organizations, and interest areas in the wider community thereby weaving a web of relationship between "town and gown". At the same time, making an activity into a joint enterprise would provide students with a growth experience and would add much greater significance to the activity which they are co-sponsoring. A president committed to this idea could bring it off. A dean of community services, unrelated to student activities and without command of the budget, even if committed to the idea, would have the devil's own time trying to carry it out.

Student Government or Students in College Governance?

Community college students have for decades registered their disdain for student government by having no part in it. Sometimes no more than 10 or 15 per cent of the students will bother to vote in elections of student body presidents and vice presidents and other traditional officers. They ask the

very legitimate question, "What is the government going to govern?" The unconvincing answer has always been, "Well, student activities."

To be sure, some students, sometimes many students are interested in a club, or an organization, or an activity. However, their interest is specific to the functions of that organization and as long as it gets money to support it they couldn't care less about all the other organizations. As a matter of fact, many, if not most, community college students are young or not-so-young adults and have already found their social and recreational interests outside of the college.

Such a "fun and games" view underestimates community college students and is disrespectful of them. They are a part, indeed the largest part, of the academic community. The policy issues with which the faculty and administration struggle also concern them. They should have some input on questions such as "What should the general education requirements be?", "Should there be required exit proficiencies in reading and writing and math and speech?", "How should the grading policies be defined?", "What should the attendance and withdrawal policies be?", "What should be the guidelines on budget allocation?", "How should the weekly schedule format be designed?", and so on. As a matter of fact, it is hard to think of issues, other than those specific to the teaching profession, which do not touch upon the lives of those making up the student portion of the academic community. There should be a forum or channel therefore, by which their points of view on all these and all other pertinent issues get heard and get factored into the decision-making process.

This brings up another theoretical point. To have a voice is not the same thing as to have an equal vote. Although it may sound unpleasant to the ears of some, students are not as qualified by experience, by professional ethics, by continuity of involvement, by education or by depth of thought to

resolve institutional issues as are professional educators. To argue "one man, one vote" in this context would be to argue an absurdity. Yet, students do have something to say, do offer a different perspective, hence to still their voice in the input toward decision-making would be equally absurd.

Before leaving this discussion, two threads need to be brought together but not tied. Students do have some unique concerns with student activities. Students also share with teachers and managers concerns with college governance. But, student activities are one thing and college governance is another thing; the two should not get confused. This suggests that there should be a coordinative mechanism to deal with student activities. And, completely separate from this, there should be a way of involving students into the input side of the college decision-making process.

Other Theoretical Considerations

There are four or five other theoretical considerations which are of equal importance but which can be said in a much briefer way. The first of these is that the governance of the college should reflect the degree of structure desired in the whole college operation. If the prevailing belief is that freedom for individual creativity has a higher priority than institutional goals then a loose, more ambiguous system for policy input and management output should be employed. On the other hand, if there is strong conviction that 1) there should be definite institutional purpose and direction, 2) that a climate fostering "each person doing his thing" is only occasionally productive, 3) that when in direct conflict the general welfare has to take precedence over the individual welfare, then the channels for policy input should be clear and the managerial leadership should be strong.

A flattened administrative structure is preferable to a pyramidal hierarchy. It makes the chain of communication shorter and the flow of communication faster. It puts the president in direct contact with both the area deans and with those service officers who report directly to him without all of his incoming information and his outgoing information having to filter through the dean of instruction or the dean of student personnel. The elimination of the division heads and the department chairmen would allow immediate access of faculty members to dean and dean to faculty members. And, of course, the sweeping away of two whole tiers of administrative officers would make for significant economy to the college and would allow for tax money to be budgeted for other purposes.

Tendencies toward institutional paranoia begin to manifest themselves when people do not know what is going on and when they feel that there is no assurance that their voice will be heard. To avoid this, what is needed within the system of governance is not representative input but rather participatory input; everyone should have a say and everyone should hear what everyone else has to say. To make sure that all citizens in an academic community know what is transpiring, every issue that is clearly policy has to channel through them. The trick is to accomplish this desired end without the means becoming too cumbersome and time consuming.

Having elected or rotational administrative officers in a college is based on the assumption that there is no body of knowledge, techniques, judgments, attitudes involved in managerial work. Without putting it in this way (which would reveal its absurdity), this notion says, in effect, "Any good teacher can step right in and be a good manager." This is unsupportable. School or college administration has become a division within the profession of education.

It is a specialty which in some cases should emerge from a teaching background and in some cases should emerge from other preparations. It does involve developing a command over a body of knowledge, techniques, judgments and attitudes. There are such persons as professional managers and, on the face of it, they are preferable to a rotation of inexperienced people usually in the throes of role-conflict.

Appointment of the various tiers of administrative officers increase their accountability to the person who appoints them and helps to assure compatibility of educational philosophy and administrative style. Election of deans or directors, which is infrequent, or election of division heads and department chairmen, which is quite frequent, immediately creates an unresolvable contradiction. People who are elected are beholding to their electors, to their constituency. But the board, not the faculty, has the only power to legitimate authority. Elected officers are put in the confused role of being there by virtue of an extra-legal constituency. They, in turn, confuse the role of the president for the president is accountable to the board for their actions even though his legal authority over them has been compromised and thereby, in reality, limited. They may see themselves as adversaries to him, hence, he may even lack the authority emanating from their allegiance to him.

This is not an exhaustive treatment of all of the theoretical consideration which went into the making of a different governance model. However, these were the main ones and if others, or elaborations of these, crop up, they will be treated in the context in which they arise. Upon this philosophic base, the Los Medanos College governance model was built. In Chapter III, the policy input side of the governance arc will be described. In Chapter IV, decision-making and the role of the president will be discussed. And in Chapter V, the management output side of the governance arc will be fully explained.

CHAPTER III

The Governance Model: Policy Input

The model to be described in these next chapters is in its fourth year of operation at Los Medanos College. For three years prior to the opening of the college, the district superintendent, the president-designate, and four consultants met frequently and had exhaustive dialogue on the issues of curriculum, instruction, staff and governance and their interrelationships. The theoretical considerations described in Chapter II were all raised and subjected to close scrutiny in these discussions. The critique of traditional models of community college governance implicit, if not flatly stated, in Chapter II grew out of the collective experience of these administrators and teachers. When the "what should be" (theoretical considerations) was compared to the "what is" (traditional governance model) the variance was found to be dismaying. The case against the standard community college model was so overwhelming that it did not take great courage, or a radical turn of mind, to decide to develop and test a new model of governance.

The Context

An early insight, perhaps one even brought to the discussions by all participants, was that the management structure of the governance model should reflect the curriculum. Happily, in this yet unopened college, the goals and the basic curriculum could be hammered out concurrently with the model of governance. A curriculum was designed in which a structured, integrated

general education program became the center. Therefore, the governance model was built to buttress and hold up this center. Actually, the general education program was itself a model, whose testing was supported by a grant from the U.S. Office of Education and whose design and operation is now fully described in the publication General Education: A Community College Model.^{*}

It was soon seen that non-traditional curriculum and non-traditional governance was going to require a non-traditional faculty. A young, new college needed a heavy influx of young, new faculty members who would blend with experienced transfer faculty but who would also bring the attitudes of cultural pluralism which were part of the college's newly minted goals and which were obviously needed in a community which has a marvelous ethnic and cultural mix. But, if inexperienced teachers are to be hired, they have to have some help. So, the conditions seemed auspicious for testing yet a third model. This model was based on the premise that a professional development curriculum taught by a professional development facilitator could within their first year of employment bring inexperienced, or relatively inexperienced, masters degree holders up to the level of professional teacher. With a very generous grant from the W.K. Kellogg Foundation, this premise was developed into a full program and evaluated through the first three years of the college's operation. As with curriculum, professional staff development has a symbiotic relationship with governance. By 1976, more than half of the Los Medanos College faculty had their induction in a setting where the non-traditional was the status quo. A full description of this professional staff development program along with an independent evaluation which prompted full endorsement by the Governing Board of its continuance, can be found in a book by Chester

^{*} Community College Press, Los Medanos College, Pittsburg, California, 1976

Case entitled Professional Staff Development: A Community College Model.^{*}

By the usual criteria of income, education and sophistication most of the residents, of the area served by Los Medanos College, maybe 80 or 90 per cent, would be classified as lower middle class or below. As to ethnicity, the College enrolls about 9 per cent Black, 13 per cent Chicano and 1 per cent Asian students. Actually, the College has a higher percentage of ethnic faculty than ethnic students, and the percentage of women on the faculty is the highest in the state. If this needs any justification at all, it is based on the rationale that if a college wants to make ethnic and women's perspectives pervasive throughout the college experience it should engage a goodly number of ethnic and women staff members.

Some of these demographic facts are repeated because they constituted a negative potential for all of these non-traditional models. Most current sociological studies would support the point that working-class people are inclined to have a very conventional turn of mind. They are skeptical of innovation. Most working-class students are not enamoured with general education but as studies indicate, are more vocational oriented. Those just entering "the establishment", whether teachers or students, want it to be what they thought it was with all the perogatives appertaining thereto and may even be a little suspicious that any change is a game being run on them at their expense. The point is that the climate for innovation would probably have been better in Berkeley or Beverly Hills or some upper middle-class, liberal community than it was in Delta Area of Contra Costa County. Hence, if the non-traditional governance model can survive and even prosper at Los

^{*} Community College Press, Los Medanos College, Pittsburg, California, 1976

Medanos College, its chance for survival elsewhere is reasonably good.

One last contextual fact needs to be mentioned since the governance model hinges on it. Los Medanos College is small. After four years its enrollment seems to have reached at least a temporary plateau of just over 5,000 students. It has only 76 contract instructors and its total full-time professional staff is less than 100. The model was designed with the expectancy that the college would be even smaller and there was only a vague contingency plan for satellite centers and a modified governance system if the enrollment became outsized. Without getting into evaluation at this point, suffice it to say that at an enrollment of 5,000, or even with a growth to 8,000 or 9,000, no fundamental change is anticipated. If it goes beyond that size, a reappraisal may be necessary.

An Overview

Here then was the overall task: develop a governance system that 1) establishes a college posture of high structure to achieve defined goals; 2) that is compatible with and supportive to the curriculum of the college; 3) that cherishes participatory input and capitalizes upon it; 4) that makes clear and unconfused the legal and logical authority of the president as decision-maker; 5) that recognizes the ultimate priority of institutional will over individual will; 6) that shortens the lines of communication and gives maximum assurance that everyone knows what is going on; 7) that creates a flattened, lean hierarchy; 8) that decentralizes the student personnel function; 9) that largely erases the demarcation between academic and career education; 10) that integrates the day and evening programs as well as integrating community services with curricular offerings and student activities; and, 11) that does

away with departments and divisions. This is a tall order but such a model was developed and, with only modest modifications, is now in its fourth year of operation.

As its practitioners know, there is a lot more to governance than a table of organization. Even so, such tables do give an outline, the bare skeleton of a social organism, and therefore in a rough kind of way may furnish the reader with a sketch of the whole before detailed description of the parts begins. The current Los Medanos College governance model is presented in Table 2.

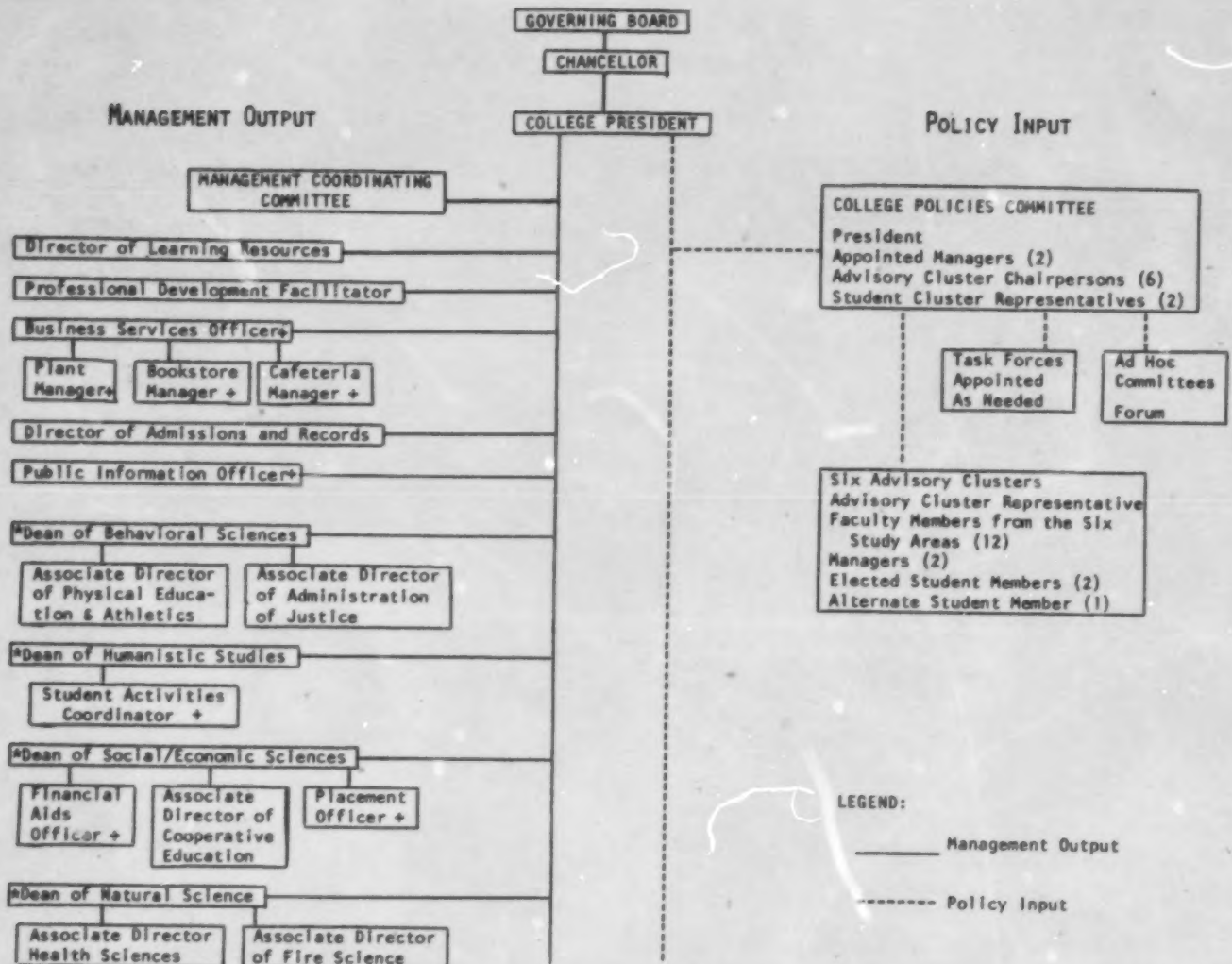
The Input-Output Arc

One of the distortions of this table as a reflection of governance is that it suggests a balance scale heavily weighted on the side of management. It is true that in this model management is strong and does not eschew the use of the authority with which it is legally vested. However, it uses that authority in the decision-making act and in carrying out policy, not in formulating policy.

Actually, there are three processes: 1) initiation of and input on policy by instructors, managers and students, 2) the final act of decision-making by the president and 3) carrying out of policy by the management team. This puts the president in an authority position congruent with the legal responsibility delegated to him by the representatives of the people, the governing board. At the same time, the input process exposes the president to all points of view from those affected by the pending decision and makes arbitrary or thoughtless or capricious decisions most unlikely. It also clearly puts the president in the dual role of the educational leader as well as manager of the college. This is a simple statement but there is a profound difference between a president whose role includes that of educational

TABLE 2

LOS MEDANOS COLLEGE GOVERNANCE



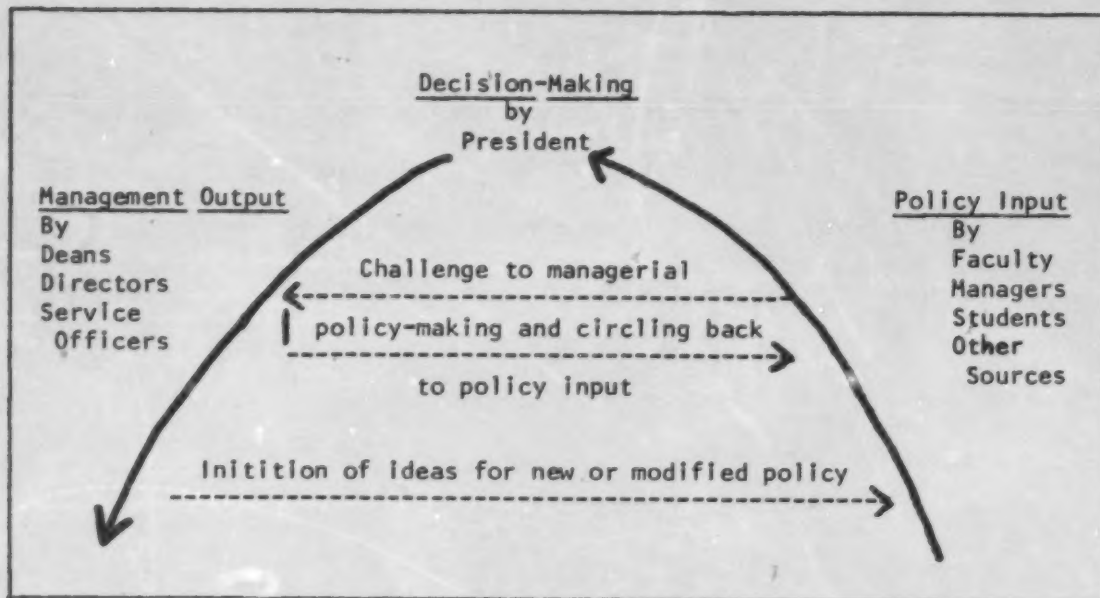
* See job descriptions in Appendix for areas of curricular responsibility.

+ Non-certificated managerial positions

leadership and one whose role is exclusively that of educational manager. There is, to be sure, a management team to carry out the policy decisions and the president does direct and coordinate the efforts of this management team in carrying out the policy with efficiency and dispatch.

The paradigm, as noted in Chapter I, is that of an arc, except that there can be a bridging over from the open ends of the arc. First the illustration and then the explanation:

Table 3
Elaborated Governance Arc



In any government there are administrative codes as well as statutory laws and these can sometimes begin to be in contradiction and conflict. In the carrying out of institutional policy, managerial policy does get created. This is unavoidable and even acceptable if there is a built-in process whereby excess can be challenged. In this model, anyone on the policy input side, including

other managers, can challenge the issue of contradiction and conflict, can get the issue fully aired and sent forward to the president for ultimate decision-making. The other bridging over follows from the seeming reality that managers by the very nature of their work are often the ones first to see and see most clearly problems and possible solutions which can be dealt with only by the initiation of new policy. This is why federal and state administrations have policy programs which they get introduced in the congress or the legislature. and, this is probably why a disproportionate number of the policy position papers at Los Medanos College have been written by members of the management team.

~~By~~ use of this input-output arc everyone not only has a voice, everyone also has to hear. As a matter of fact, no faculty member or manager can opt out of the communication chain. It is not only participatory democracy, it is obligatory democracy. This is a very important point. Laissez-faire governance inevitably results in some people not knowing what is going on. Each wanders off pursuing his own goals and soon institutional purpose becomes blunted if not lost. Further, institutional paranoia develops in a setting where people do not know what is going on or why it is going on.

To repeat, there are three categories of contributors of input to the governance of the college: the faculty, the managers and the students. There are other contributing groups but they are not built into the governance model itself. More will be said about their voice later. The term 'category' may be misleading for it may suggest a political bloc. This is not the case. The aim is to prompt each person to give voice to his thinking, not to get the majority vote of different political caucuses and then manipulate the balance in some way. With faculty and managers each person is his own

representative. Everyone is professionally obliged to attend the general (clusterpersons') meeting and everyone is assigned and professionally obliged to attend a small group (advisory cluster) meeting.

Participatory democracy has to give way to representative democracy when it comes to student involvement. All students cannot be required to attend these meetings and even if they were so required their voices should not equal their numbers. Their transciency, their lack of sophistication in educational matters and their lesser stake in most issues all argue the absurdity of the "one man, one vote" position. Students certainly do have some important things to say however, and their input should be heard and valued at every level in the process as it moves forward to decision-making by the president.

The selection process in representative democracy is always more complicated than town hall democracy and so it is with student involvement in this model. Students have two representatives and one alternate in each of the six advisory clusters giving them eighteen representative voices in the cluster-person meetings and from these eighteen, two are elected by the others to serve on the College Policies Committee. In the first year of operation, the original group of student representatives was appointed by the president since at that point the students neither knew each other nor were they organized to select their own representatives. After the first semester, any vacancies in the two year position have been filled by means of a student nominating committee screening applicants and sending their nominations forward to the 18 member Student Representative Council for their endorsement and appointment. The students have concurred with the college philosophy of equity in regard to sex, ethnicity, age, locale of residence, day or evening program, etc., so a sincere and effective effort has been made to secure a balanced, truly representative group of spokespersons for the students.

8

A tangential reference to the "one man, one vote" dictum was made which might suggest that this input system is one of voting. This isn't true. Voting is done sometimes to expedite procedure and sometimes as a sort of opinion polling. However, the president does not add up all the aye and nay votes and then decide with the majority or veto the majority position. The decision-maker wants and needs voice, not vote. He needs to hear and weigh every point of view, to listen to the logic of the opposing arguments, to factor in other considerations perhaps unknown to those giving input, to test his thinking in the give and take of the clusterpersons' meetings and with the College Policies Committee. Voting, by definition, is a simplification of voice (from complex argument down to yes or no) and is both unnecessary in and inimical to this model. No community college is based legally on the legislature-executive model of governance and to act as if the staff and students had been elected by the people to serve as the college legislature is gross distortion of reality. Such faulty perception deludes the self and deludes others and delusions become, needless to say, the bases of inappropriate, even bizarre, behavior.

The Flow of Input

Any innovation has its own vocabulary and this one is no exception. Already, such terms as clusterpersons, advisory clusters and college policies committee have been used. Instead of defining them out of context, their meaning will be made progressively more clear as discussion on them progresses. Suffice it to say here that an advisory cluster is a small but cross-sectional discussion group. Faculty, managers and students in the advisory clusters are tagged with the collective noun clusterpersons and it follows that when they all meet together it is called a clusterpersons' meeting. The College

Policies Committee is made up the the chairpersons from the six advisory clusters, two student representatives, one or two administrators from the management team and, as chairman, the president.

The general direction of the communication flow is one of progressive narrowing and distillation from large (clusterpersons' meeting) to middle (advisory clusters) to small (College Policies Committee) to decision-maker (president). In practice, the flow is not as straight line as that but sometimes over-simplification helps in explaining a complex process. Two examples will be used to illustrate the initiation of an idea and its progress through to the president. The first example will follow the straight line of the original model and the second will add the swirls and eddies that have developed with modifications over the years.

A dean has an idea that if student activities which border on the academic, e.g. the Writers' Club or Womens' Concerns, were put into a curricular frame more students would be encouraged to join since they would be given units. Further, the coffers of the college would be increased through state reimbursement for student enrollment and attendance. This dean writes a position paper advocating this idea which is sent to all the clusterpersons prior to their meeting for a first reading. At the clusterpersons' meeting, the advocate has an opportunity to fully explain the idea and to field any questions which may arise. However, the proposal is not subjected to debate until the clusterpersons' meeting breaks out into the six advisory clusters. There the idea is fully debated and the chairperson notes down all the major pro and con arguments advanced. The chairperson may even call for a vote as a kind of polling devise and to give the members some form of closure. At the next meeting of the College Policies Committee (CPC) each chairperson recounts the thinking of his advisory cluster but also joins into this more

intimate debate as a free representative, not just a messenger carrying the cluster's thinking. The president who is chairing this meeting listens and also engages. He sees that the thinking and feeling of the academic community is running negative to the proposal. His own judgment is also negative which he may or may not reveal at the CPC meeting but which he will have recorded in the CPC minutes which are distributed to everybody. So the idea dies but in the process everyone has been forced to think about it and it may even be resurrected at a later date.

The next example will follow a more tortuous path. More and more faculty members become dissatisfied with the way the weekly schedule format is working. The discontent is raised in a CPC meeting and a call for ideas goes out. A dean writes a position paper describing one possible format and an instructor writes another position paper describing an alternative model. These are submitted to the CPC for screening on whether they are ready for presentation to the clusterperson's meeting and for placement on the calendar and agenda. At the clusterpersons' meeting the advocates of the two substitute formats get to expound on their system and also get to answer any questions. A motion is made for consensus approval of the dean's proposal and it fails. A motion is made for consensus approval of the instructor's format and it also fails. Since consensus approval to send either proposal directly back to the CPC was withheld in each case, both proposals go to the advisory clusters for debate. All the arguments and ramifications are explored in these small group discussions and then the chairpersons take this thinking forward to the CPC. The president has heard the discussion at the clusterpersons' meeting but has not been in on the debate at the advisory cluster level. However, he reads the cluster minutes and hears the summary of all the thinking plus the

more distilled debate of the CPC members. He listens, perhaps plays the devil's advocate to both proposals, but defers decision for some private thought. After mulling it over he decides in favor of the instructor's format but since a considerable number of people favored the dean's proposal he writes a veto message on it telling why he chose the one over the other.

The Clusterpersons' Meeting

'Clusterpersons' meeting' is awkward to the tongue yet it does describe accurately that which it is naming. It is really all the advisory cluster members meeting as a committee of the whole. It is more than a faculty meeting since it also includes all administrators and eighteen student representatives. Actually it is open to anyone who wants to come except that such visitors have no official voice and would need to ask to be heard. The one very important addition to the roster of advisory cluster persons present at these meetings is the president.

The intent from the beginning was to have the president there so he could both listen and contribute. Upon the advise of the College Policies Committee, he changed his role from that of chairing the meeting to that of listener, resource person and definer of any outside constraints that might have impact on the issue at hand. Instead, the chairperson is appointed by and from among the members of the College Policies Committee. This modification was only made in 1976 and is still being tested. Some people think that the direction and force of the meeting is diminished without the president in the chairing role, and others think that the president gains more insight and can contribute more when not preoccupied with the mechanics of chairing the meeting.

It is important to underline the fact that these meetings are used for the elucidation of proposed solutions to well defined problems. They were not designed to be the arena for debate. They were designed to make everybody

who has a stake in a policy issue well informed about it. Debate in a large setting is not the best way to do this. The less well informed must be brought up to a reasonable level of understanding of the dimensions of a problem and the details of the proposed solution before they are prepared to engage in debate. Further, within a time frame of an hour or so and within the setting of a large group meeting, only the most vocal and aggressive will be moved to speak. The more reserved and possibly the more thoughtful souls will say nothing. Debate in this kind of semi-threatening situation tends to become quickly adversarial and polarized pushing people to defend their egos more than their ideas. It isn't as clarifying as discussion in a small group hence the real exchange of ideas, opinions and feelings is postponed in this structure to the advisory cluster meeting. Admittedly, it is sometimes difficult to forestall debate in the clusterpersons' meeting for explanation can shade into advocacy and questioning can become a thinly masked rebuttal. It takes a chairperson with solid grasp of the philosophy of this model and a lot of internal strength to keep the exposition from getting derailed into debate.

The original plan took the purist position that literally every issue got forwarded to the advisory clusters. Experience taught that this was sometimes a waste of time and forced the advisory clusters to give pro forma attention to matters which had already been settled in the clusterpersons' meeting. This was found to be particularly true on some proposed new courses to the curriculum. There was really no remaining issue and the informational function of this input system had already been served. The solution to this procedural problem was a device which came to be known as "the move for consensus." If a motion for consensus on an issue is made and is passed by a two-thirds vote, that

issue goes immediately to the CPC. If the motion fails, then the normal routing through the advisory clusters does follow. This correction has reduced the number and length of advisory cluster meetings and has obviated the charge that their role was largely that of rubber stamping.

The Advisory Clusters

It has been mentioned before and it will be mentioned again that this model is one of high structure. Wherever possible the goals are built right into the structure. Two sides of one goal are 1) to have everybody know what is going on and 2) to give everybody ample opportunity for input. This is built directly into the structure by having every instructor and every administrator be a member of an advisory cluster and, by extension, a member of the clusterpersons' meeting. In this way it is necessary to make a conscious effort to remain ignorant of what is transpiring and any excuse of having no voice in policy-making becomes lame indeed.

Since every professional has to be a member of an advisory cluster it doesn't make much difference how selection to the cluster is made. The arbitrary, yet valid, method adopted was to simply appoint them. This is done by the president with a game of musical chairs played every second year so that eventually all faculty members and administrators will have had an opportunity to interact with all others. Selection by assignment is both definite (nobody can just float away into limbo) and it achieves a very needed balance. If the system were that of self assignment to the cluster of one's choice there would be a gravitational pull among friends and subject area colleagues. This could result in cliques, academic discipline caucuses, ethnic self-segregation, separation by the old academic vs. career dichotomy and all kinds of other divisions inimical to the philosophy of Los Medanos College.

Instead, the president separates the professional staff into six equal parts. When the size was smaller it was four equal parts and when the size gets bigger it could be into eight or even ten equal parts. Within each part he strives to cluster together an interdisciplinary, interracial, bisexual, intertempermental cross-cut of the professional staff. At this point, and until the status of hourly instructors is resolved, the entire involvement in governance is restricted to the contract instructors and staff. In 1977, the full-time professionals totaled 97 people, therefore there were 15-16 professional staff members in each of the six clusters.

There are, in addition to the staff members, three students who are full-fledged members of each advisory cluster. All three have equal voice with each other and with the instructors and administrators except that if or when matters come to a vote the alternate student member cannot vote unless one of the other students is absent. These are the student representatives, described earlier, who are charged with the responsibility of ascertaining student thought and opinion and articulating it in the large clusterpersons' meetings and in the small advisory cluster meetings. The first contingent was appointed by the president but since then, acting in concert as the Student Representative Council, they have approved their own replacements nominated from among applicants by the Student Representative Selection Committee. These eighteen representatives also select two of their own members to sit on the much more exclusive College Policies Committee.

Each cluster elects its own chairperson from among the faculty members of that cluster. Neither a student nor an administrator may be elected chairperson. This is, however, the only difference in status and voice among the three categories of membership. The managers are simply staff members in this

setting and they speak for themselves, not for the president nor for management as a bloc. Because of their work they sometimes have information others do not have and are used as resource persons for that moment. However, their voices are no stronger nor weaker than any other voices. The same is true for the students although, as could be expected, the professional staff is more knowledgeable about many of the issues hence the students tend to speak out freely mostly on those matters that directly affect them.

The position of chairperson is an important one for it puts the holder of this office on the College Policies Committee where the concentrated input and the final thrashing out occurs before the act of decision-making. The chairpersons have a responsibility to convey to the president every significant thought that was voiced. They also have the responsibility to the advisory cluster members to make sure that each of them is informed on what is going on within the governance of the college. This certainly means that they are obliged to report back to the cluster all that transpired in the College Policies Committee meeting. A basic postulate of this governance model is that the more the decision-maker knows, the better the decisions will be. If from the clusterpersons' meeting and from the advisory cluster chairpersons at the CPC meeting, the president hears all the facts, every point of view, every argument, and explores with those concerned the options which are open and the ramifications and inferences of each, then that president is in the best possible position to make sound decisions.

The College Policies Committee

The College Policies Committee is sort of the mouthpiece of the academic community. It does not initiate policy nor does it make final judgment on policy. But, every week, in a systematic way, and with roles clearly defined,

It voices into the ear of the president the whole range of thought on every issue on the agenda. It serves the president as a critical seminar for testing his thinking and his judgment. It also is the communication link back to the faculty, to the management team and to the students through the cluster reporting system.

The CPC is made up of eleven women and men. There are the six advisory cluster chairpersons who are, as noted earlier, faculty members. There are two student representatives chosen by their peers. There are two members of the management team appointed by the president. And, as chairperson, there is the president. The only seeming anomaly in this roster of membership is the appointment of administrators. The rationale for this is the need of the president to get a management perspective to factor into his judgment and, since the chairpersons for the advisory clusters are, by the rules, all faculty, two administrators are brought in by this other means. In the first two years of the operation of this model, the CPC served only as the final funnel of thought and feeling to the president. Since then, this body has also become the rules committee which screens concerns and proposals and then establishes the agenda of the clusterpersons' and the advisory clusters' meetings. The term "screens" is a little strong since the CPC does not have the prerogative of throwing out proposals which its members think to be unworthy. "Channels" would be more accurate for the CPC has several options for action. It may send a position paper back to the proposer for more development and clarification. It may set up an ad hoc committee from among its own members or from the wider group to study a specific problem and to come up with recommendations. It may refer an incipient and still poorly defined problem to the forum (to be described later) for beginning exploration.

And, of course, it may take the most used option of putting the proposal on the agenda of the next clusterpersons' meeting.

Initiation of a policy proposal is usually by position paper. This means has two advantages. Writing is the most disciplined form of thinking so to insist that people write something is to insist that they think it out, that they articulate the problem, clearly state the options for solution and argue the case for the option which they favor. The second advantage of a position paper is that it allows all the clusterpersons to read and think about the proposal before it comes up at the clusterpersons' meeting. To the degree that people read, this is a great time saver. This means of initiation by position paper has been criticized on the basis that some people can speak better than they can write and that the onerous and self-revealing and ego-threatening task of writing is a deterrent to some. However, it is possible for the non-writer to take an oral proposal to the CPC and, once on the agenda, to the clusterpersons' meeting. When this occurs, it still has to be hammered out into hard specifics and into some written form, if only that of minutes, to go on to the advisory cluster meetings.

The record to date is that a disproportionate number of position papers have been written by members of the management team. Whether this fact is due to administrators having more time, as some faculty members claim, or to managers' positions making them more aware of problems and possible solutions, is not yet resolved. There is a logic, and supporting evidence from the experience of other governmental levels, arguing that any executive administration has a program of planned change and therefore will become the initiators of many policy ideas.

So, the CPC plays a part in the beginning and ending phases of this input system. The ending phase is, of course, the most important and this is how

it works. The advisory cluster chairpersons and the two students come to the EPC meeting prepared to carry all points of view expressed in their advisory clusters as well as to voice their own thinking on the issue. This amounts to distilled thought and raises the discussion to a higher level of sophistication.

The president reads the minutes of each cluster, listens to all this and then interacts. He may often have information from the district or from other sources not known to any of the CPC members and it may put a different light on the matter being discussed. The president may also use the group to float a few trial balloons to see what reactions may be elicited. The president may take each option and ask the CPC to criticize as he explores out loud his own thinking on what the consequences and ramification of each option for action may be. The president may ask each chairperson what the vote may have been in his advisory cluster, if one were taken, and indeed the president may ask for a vote of the CPC members. Such votes often have value as a polling device but votes in this model of decision-making have no binding power. Whether there is a vote or no vote, the president is charged with writing a veto message in the CPC minutes, or in a separate paper, if his decision clearly runs counter to the prevailing thinking of the academic community. Otherwise, the president simply informs the staff of his decision by a sentence long statement in the EPC minutes or makes a verbal presentation to the cluster-persons' meeting. In fairly easy cases he often makes the decision in the CPC meeting. In more difficult issues he may opt to think it over for awhile before announcing his decision. In any case, the decisions are his alone and are not shared by the CPC which is the culminating agent of the input process, not the decision-maker.

Other Sources of Input Inside the Governance Model

There are other sources which channel information directly to the president

or indirectly to him through varying levels of this input system. Some of these are tangential yet still within the governance model. These will be described first and then some attention will be given to still other sources of input which are outside the formal model.

One such source is from above, namely the district office, and in this case it is really the president who feeds this information back to all members of the academic community. Often this information has to do with constraints (legal, budgetary, political) but whether it is constraints or new open avenues it is necessary for all to know and, of course, affects or modifies the nature of the input given. Reporting back to all obliges the president to clarify the meaning of this information in his own mind plus giving him the bonus of other people's thinking on the inferences and ramifications which follow from it. The tributaries to this district source are many and include, as the major one, the District Administrative Council. This is a small group chaired by the district chancellor with membership limited to the three campus presidents, the district associate chancellor and the district fiscal officer. It is the body for directing policy recommendations to the governing board and for coordinating the implementation of board policy. No subject matter is outside its scope so as the bi-weekly meetings accumulate a veritable encyclopedia of information develops and is transmitted.

A second source, this one on the campus, is that of management committees. These however, are not the standard standing committees found at most colleges. There is no curriculum committee, for instance, since in this model everyone serves on the curriculum committee. Ditto for the usual student personnel committee. Ditto for the usual student activities committee. Ditto for the usual community services committee. There are some functions of the college, however, which do merit some special attention and some continuing study and

monitoring of their operation. These committees are advisory to the various functions of management. They are not only advisors, they are also critics. Their input gets channelled to the president through the manager of that function or from the committee itself if it finds itself at loggerheads with the manager. More will be said about these management committees when management output is dealt with in Chapter V.

In the past there were also ad hoc committees which were appointed by the president upon the recommendation of the CPC when additional study was needed upon some special problem. These, like the male bee, were designed to live only until the completion of their task. This source of information gathering and input still obtains but is now tied to an innovation to this model which is simply named "the forum." When the CPC and the president are faced with some registered concern that has not really been fully and explicitly defined they appoint an ad hoc committee to give first shape to it and to serve as a planning committee for a forum. The forum is really the clusterpersons' meeting except that it is moderated by the professional development facilitator. For example, there was a recent forum on the whole issue of student withdrawal from classes. There will soon be another forum on the problem of student reading level and what the college can and cannot do about it. The task of the forum is to get clearer and clearer definition of the problem and to make all involved aware of it. The forum is not charged with the responsibility of arriving at proposed solutions. Such proposals are the next step. The aim is to stimulate enough thinking to provoke some person, or another ad hoc committee, to write a position paper on the options for solutions. This position paper then gets channelled into the regular input system and the ad hoc committee and the forum on that particular subject self-destructs.

One other source to the governance model on the input side is that of the curricular areas. Much will be said about the curricular areas and sub-areas in Chapter V when the focus shifts to managerial output. However, a modification to the model was made in 1976 by which the areas also became involved in input on the one subject of curricular matters. The need for this became apparent when the clusterpersons began consideration of new courses to add to the curriculum. They wanted to know what colleagues in the same or related disciplines had to say as well as to hear the advocacy of the proposer. To achieve this end, a process was worked out whereby curricular proposals are channelled to the respective areas for discussion before they are introduced, defined and explained in the clusterpersons' meeting. Again, there is no requirement of majority vote and, as a matter of fact, a proposer could take the course back to the clusterpersons' meeting even if everyone in the area opposed it. Of course, the chances then for clusterpersons' consensus passage, or even referral to the advisory clusters, would be dim indeed.

Other Sources of Input Outside the Governance Model

In an open door college the president should also have an open door. As a matter of fact, the president will have one whether he wants it or not for as a dealer in problems there is no way, short of accepting complete ineffectiveness, that he can barricade himself from them. In this model, it is recognized that the president will have other sources of input to his decision-making. However, with the exception of one source which deals with the non-academic segment of the staff and two other sources which are tangential to the model, the remaining channels of input are analagous to lobbyists. Their voices are listened to and what they have to say is often valuable, yet they do not have the same official impact, nor is the president as accountable to them as to those within the governance model.

The classified staff is an organized group with a constitution, with officers and with a Classified Staff Council which meets regularly with the president. They are outside the regular governance model for several reasons. Their concerns and interests and contribution are essentially outside the academic function of the college. It is patronizing, misleading and ultimately disrespectful to act as if the gardeners wanted, for example, to engage in the debate on curriculum. The classified members of the management team are in fact an integral part of this governance model. However, other classified personnel are not nor do most want to be. Early on, the president laid out frankly and honestly why he thought they should have a different channel to him in the decision-making process and after independent consideration, the classified staff voiced their agreement with this position.

In most community colleges the academic senate thinks of itself as the legislature to the president's executive role. That is not true in this model for all the reasons expounded in the chapter on theoretical considerations. Of course, in this model there is no need for the faculty to organize as a senate to get input since every faculty member has a well-structured and recognized means of voicing concerns. Further, senates by their very nature are representational, not universal in their participation. Often, those with political inclinations become the power clique and the other members of the faculty are only at the edges of what is going on and have only a removed, tenuous voice in to the president. This model is based on the postulates that everyone should be obliged to know what is going on and that the decisions of the decision-maker will be most valid if everyone's voice gets heard.

There is an academic senate at Los Medanos College and, at least to date, this senate has not contested the above reasoning. The members report being

content to accept this model as long as it lives up to its promise of participatory democracy. Instead, the LMC Academic Senate, has turned its attention to district and to statewide issues. Even so, the college president does meet regularly with the academic senate president and each keeps the other apprised of matters of mutual concern. The faculty can, of course, discuss anything they chose to in the senate meetings and, if they want, use this additional channel in to the president.

The second source which is tangential to the model is the Professional Relations Committee. It is actually a standing committee selected by members of academic senate but through the mechanism of the advisory clusters. It can review any item which any professional, faculty or administrator or president, brings to it. It could be likened to a college grand jury investigating anything which it choses to investigate. Certainly, all issues of professional ethics fall within its province. It is the guardian of due process. From time to time it can serve a counseling function to its petitioners although it has shied away from the role of ombudsperson. The person chairing this committee, or the whole committee, can talk to the president immediately upon request. The reverse of this is also true. The president can raise confidential issues with this committee and seek their counsel. In a way it is an independent, superordinate body serving the whole education profession and is not just another committee within this input system. It does not make or change policy but tries to act as the counselor or professional mediator for what an individual sees as a misinterpretation of policy or guidelines.

Who else then has the ear of the president? The most accurate answer would be everybody for any individual faculty member, or administrator, or classified employee, or student, or community citizen can make an appointment and say whatever they have to say. Many in the community do not evey make an

appointment: they simply telephone or write letters to register a gripe or give a commendation or ask a question or raise an issue.

Of course, the impact of lobbying always increases with numbers so, not surprisingly, organized groups send deputations. There are special interest faculty groups such as the Black faculty, La Raza faculty, the women faculty all of whom, at one time or another, have gone in to see the president and lobbied for some goal of their respective group. The same can be said for the Black students, La Raza students, the Filipino students, the women students, the football players, the nursing students and the whole assortment of student clubs and organizations.

From the community the president gets input from his colleague administrators at the feeder high schools, from advisory committees for certain curricular programs, from the association of industrial managers, from the local assemblymen and state senators, from community politicians, from political pressure groups, from newspaper editors, from the Athletic Boosters Club, the LMC Auxillary Club, local board members, and from endless other sources. All of these sources contribute additional information and are factored in (and fed back) to the more formal input system described in this chapter.

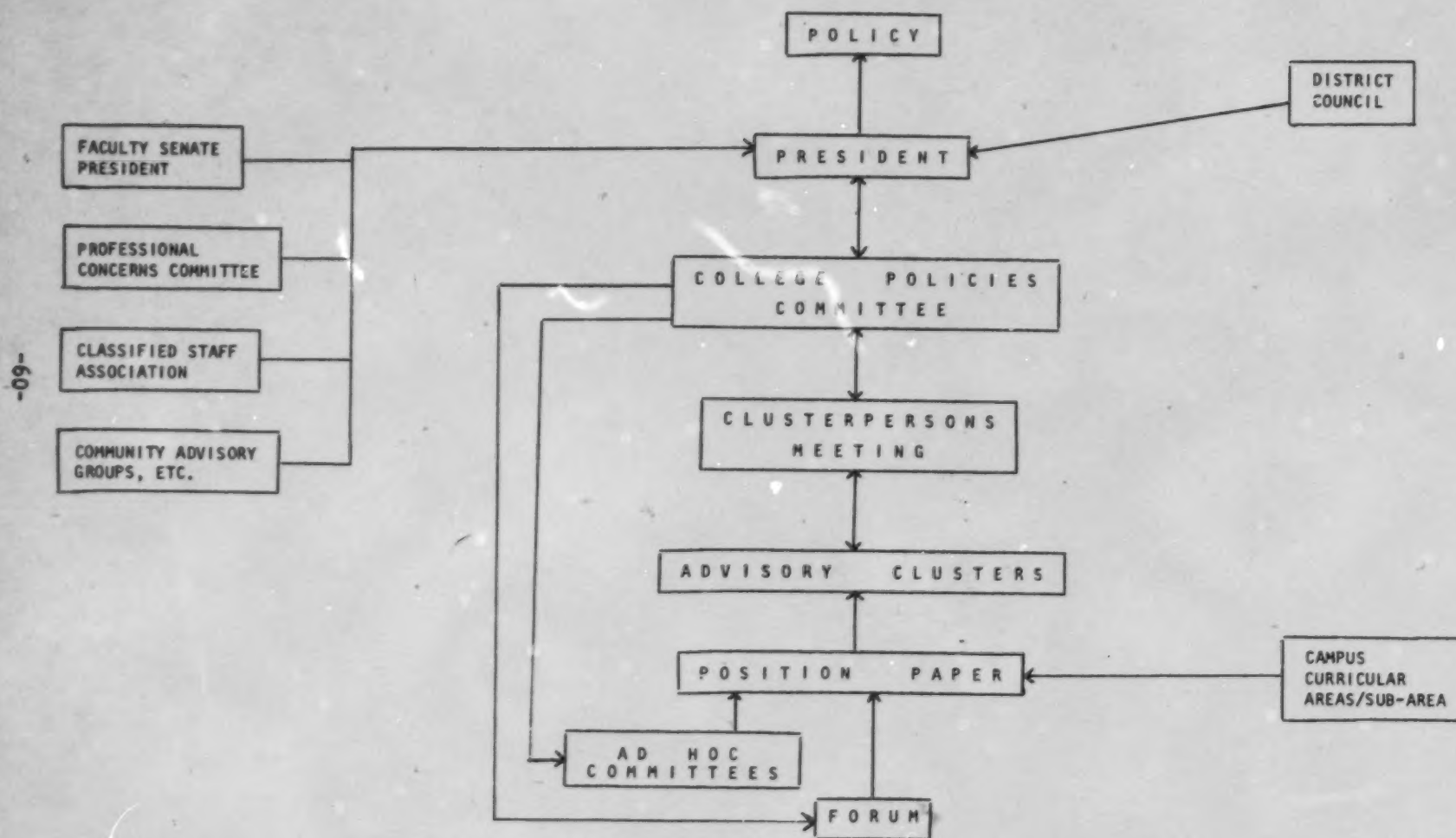
An Ending Word on Goals

The input half of the arc which is the paradigm of this governance model was designed to 1) help establish a college posture of high structure leading to the achievement of defined goals, 2) cherish participatory input and capitalize upon it, 3) make clear and unconfused the legal authority of the president as decision-maker, 4) compromise out and coalesce individual will into institutional will, and 5) shorten the lines of communication and give maximum assurance that everyone knows what is going on. This input system does allow

all constituencies affected by policy to speak and interact together in the same arena as one political group. This allows the compromises and adjustments of policy to be made out in the open for all to see. There are other philosophic goals whose fulfillment is purported to come with the other, the management output, half of the arc. Before moving on to that segment of the model it is suggested that the flow chart of this input model given in Table 4 be checked against the above summarized philosophic goals which were the basis of its design.

TABLE 4

Communication Flow Chart of Policy Input



CHAPTER IV

The Governance Model: Management Philosophy and Role of the President

Early in Chapter III (page 36) this governance model was charged with meeting eleven different goals. These goals were posited as being philosophically sound in Chapter II and, in the discussion, were claimed to be absent too often from traditional models of governance. In the closing summary of Chapter III, it was asserted that the system of policy input described there contributed significantly to at least five of these goals. This present chapter will voice the argument that the system of decision-making and management output of this governance model reinforce some of the first five of these goals and, seemingly, achieves the remaining six.

Since the case for this model rests upon their achievement, these goals bear repeating. This governance model purports to:

1. establish a college posture of high structure to achieve well-defined institutional purposes.
2. cherish participatory input and capitalize upon it.
3. make clear and unconfused the legal and logical authority of the president as decision-maker.
4. compromise, coalesce and channel individual will into institutional will.
5. shorten the lines of communication and give maximum assurance that everyone knows what is going on.

6. make this structure compatible with and supportive to the curriculum of the college.
7. create a flattened, lean hierarchy.
8. decentralize the student personnel function.
9. largely erase the demarcation between transfer and terminal, between academic and career education.
10. integrate the day and evening programs as well as integrate community services with curricular offerings and student activities.
11. do away with departments and divisions.

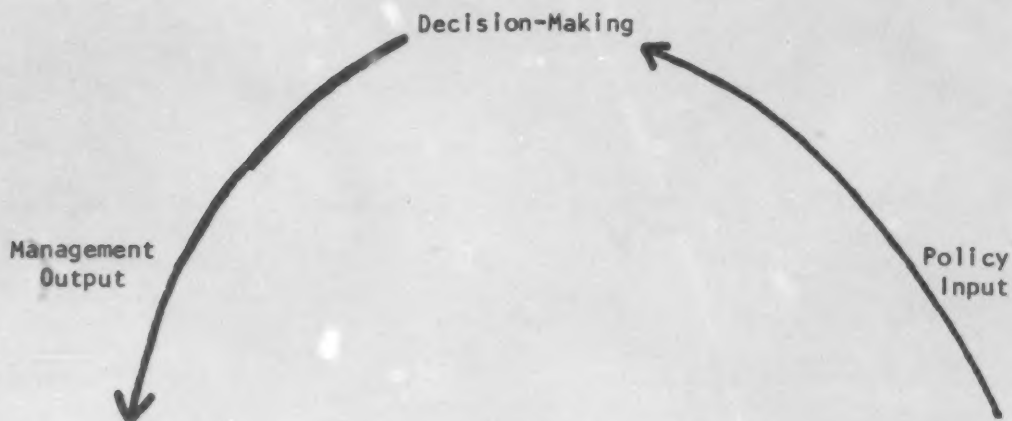
These are bold and provocative pennants to fly, hence indulgence is asked for suspended judgment until the second half of this model is fully explained and the case for it is made.

Some Needed Definitions

John Porterfield, one of the early consultants in the development of this model, was the first to articulate an insight for which all were searching. He pointed out that there was a clear and workable distinction between policy input and management output. Everyone - faculty, administrators, students - should have a voice on the input side. Ultimate decision has to be the duty and prerogative of the legally constituted decision-maker. Then carrying out the decision is primarily the function of the management team.

Porterfield was quick to admit this was an oversimplification yet argued that failure to see that community college governance should basically follow this arc has resulted in all kinds of destructive confusions. It has led some presidents to be arbitrary and whimsical in the setting of policy. It has led other presidents to turn over much decision-making authority to their faculties

when there was no legal way these faculties could be held accountable. It has led to muddying of the waters as to what was management and who were managers. So the skeleton of the model is shaped like an arc - thus:



It becomes much more complicated, as was noted in previous chapters, yet the trajectory of the arc is a good place to begin. Policy input has already been defined as the system for getting all significant views voiced to the person who is making the fundamental decisions. The ultimate decision-maker is the president since legally he is charged with this responsibility and since logically he is in the best position to have the knowledge necessary for making the most valid decision. Management output can be defined as the coordinated carrying out of the policy decisions. It involves planning, the making of subordinate management decisions, the communication of what will be done, supervision of its actual doing, and evaluation of what has been done.

The term management rather than administration is used since it is less vague and since it is clear of the muddy connotations the term administration has picked up over the years. Managers, with the exception of the president, have no more formal voice in policy formation than do faculty or students.

However, once the policy has been set they carry it out. Since policy only gives goal direction and cannot possibly specify every twist and turn in getting there, members of the management team constantly do make subordinate decisions on how best to arrive at the policy goal. This is, of course, a complicating factor and more will be said of it later.

To some, the term management sounds offensive. To them, it is an industrial term which makes teachers into labor and deans and directors into bosses. They also read into it the meaning technician as opposed to leader. However, it seems to be a case of selecting the least unfortunate term since administration has picked up a cargo of equally bad, if not worse, meanings. Since words should be servants, not masters, of the people who use them, management, in this context, is going to have a much more benign meaning. It is not the opposite camp from labor, although, admittedly it smacks of that during collective bargaining. Teachers and members of the management team are really colleague educators with somewhat different roles. Actually, within the whole educational enterprise, teachers are also managers. They too make all kinds of moment-to-moment, subordinate decisions in the carrying out of the institutional purposes (policies). Managers have the dual roles of being educational leaders and of being organizational technicians who have some hand in designing the institutional machinery and major responsibility for making it work. So a distinction is being drawn here between educational leadership, such as furnishing curricular ideas, and technical management such as operating institutional machinery like the budget, the time schedule, the registration process, etc.

A second distinction, which will take on considerable importance in this model, is between instructional management and service management. One is not higher nor better than the other; it is just that they are somewhat different.

Instructional management has a direct link with what goes on in the classroom. Service management has a once or twice removed link with the classroom, but has direct linkage to the smooth operation of the institution. Thus the president and the deans are clearly instructional managers (although they also have service roles) while the business services officer and the admissions officer are clearly service managers (although these roles aren't pure ones either).

The parenthetical hedging in the previous sentence demonstrates that this is a distinction of degree, not of kind. A position such as professional development facilitator partakes heavily of educational leadership yet this leadership is a service that is offered, not a direction which is given, which does distinguish this position as service management whereas the deans' positions are instructional management. If there is only one dean, such as the dean of instruction in the traditional model, that dean gets spread so thin and gets so removed by associate deans and division heads and department chairpersons that his leadership linkage to the classroom becomes tenuous indeed and in this kind of vertical hierarchy the presidents' educational leadership becomes even more remote.

Necessary Attitudes for Management

The model of management soon to be described is going to sound strong and, in fact, is strong. The sound of it may fall harshly to the ear since educators are used to the softer tones of vagueness and equivocation and even dissembling on the subject of what was called administration. For this reason, some reassuring but straight talk on necessary prevailing attitudes of management will preface the description of the management model itself.

Those in management have to realize that they can't lead people where the people don't want to go. In any human enterprise the focus has to be on getting those involved to so identify with the institutional goals that they become their goals. People have a remarkable conscious and unconscious penchant for sabotaging that to which they do not subscribe. On the other hand, when the members of an institution have an agreement on institutional goals their actions become coherent and instead of footdragging, and cancelling each other's efforts out, and going off in all directions, their energies become channelled in the same direction and the force of this massed energy multiplies.

Coherence of effort based on goal agreement isn't anything which can or should be manipulated. It develops in an atmosphere of mutual trust and respect. It has to start with a well articulated statement of goals and the theoretical bases for them. There has to be a reasonableness, a surface validity, to this statement. There also has to be a clear and well-argued plan of action to achieve these goals. If all these conditions obtain, most people are willing to invest themselves in this set of goals or, if not, to try sincerely to offer a counter and better set of goals. Those few who neither accept set #1 nor are able to offer set #2 are usually dismissed by colleagues as not being serious ("Oh, he is just off the wall") or as natural-born carpers ("She would find objections and complain about heaven"). Some leave to seek the climate of incoherence which they find more compatible and to be frank, the departure of those who show themselves incapable of commitment to institutional goals, or able to offer alternates, should be welcomed.

Those who seek the powers of management should do so because they have ideas on what institutional goals should be and because they are capable of articulating these goals and of thinking through plans of action for their achievement. Otherwise, they are simply seeking power and the rewards of power

for their own sake. This is unfruitful at best and at worst can be very dangerous.

No doubt there is some danger if those in management become too convinced of the rightness of their ideas and their plans for actions. Such can reflect a disrespect for the thinking of others. The corrective for this is the generation of an attitude of openness and a built-in process of constant communication. The psychiatrist Rollo May says it is difficult for people who are really talking and communicating with each other to remain (or become) enemies. The communication will allow each to see the world at least somewhat as the other sees it and when this happens there is some mutual sympathy and a coming together.

Those in management should not only be receptive to but actually invite challenge so that the differences get out on the table and can be discussed. It is incumbent upon those in management to establish a feeling tone that just thoughts, not egos, are at stake, that it is not a personal quarrel but only a comparative evaluation of ideas. The ideal then is for those in management to have initial ideas and plans (an institution has to start somewhere), but to be genuinely open to arguments for modifications and even re-direction. If all the attitudes expressed here are manifest in the institutional climate then there can be strong management but within a humanistic, not an authoritarian, frame.

The Management Structure

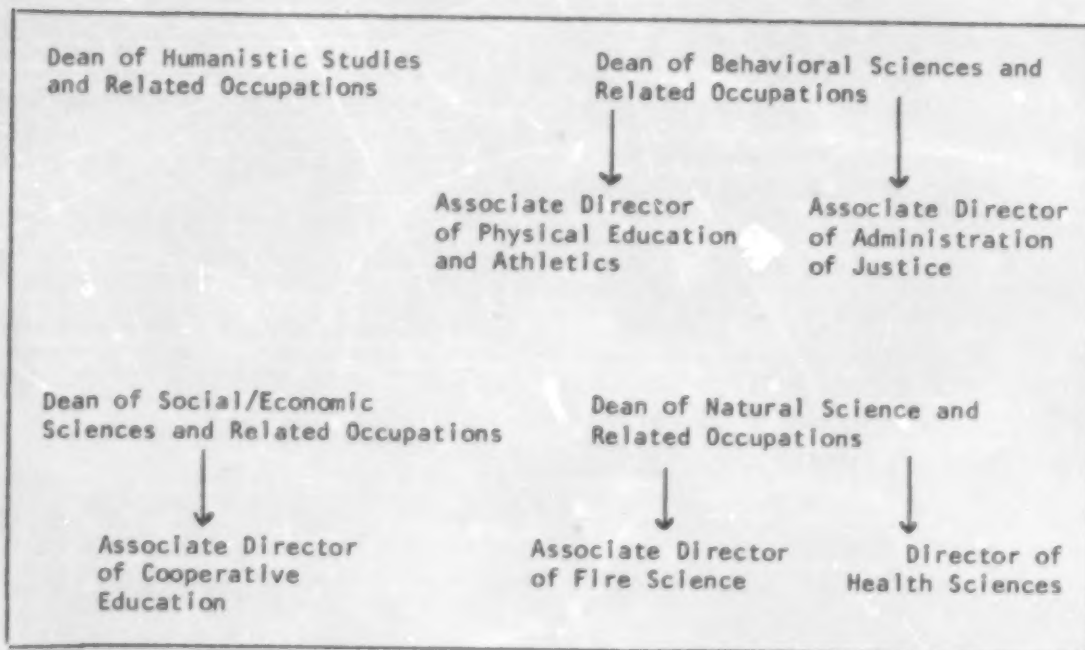
Two of the aims in the structuring of this governance model were to achieve a flattened hierarchy and a lean management team. Both of these aims were furthered by some wholesale eliminations. There is no dean of instruction. There is no dean of student personnel. There is no associate dean of liberal

arts (transfer). There is no associate dean of technical-vocational education (terminal). There is no dean of the evening division. There is no dean of community services. There are no division heads since there are no divisions. And, there are no department chairpersons since there are no departments.

Of course the leanness was not carried to the vanishing point. There are management officers--perhaps still too many of them. Those whose orientation is primarily to instructional management include four associate deans whose overall jurisdictions cover the entire curriculum plus five associate directors, each subordinate to a dean and each heading a special curricular program whose size and uniqueness calls for a full-time manager. Their titles, areas of concern, and respective connections can be charted thus:

TABLE 5

Instructional Managers and Their Relationships



Those whose orientation is primarily to service management include five managers whose service functions are so college-wide that they become arms of, and therefore report directly to, the president plus three service officers whose related functions justify their reporting to a dean. The titles of those who are really extensions of the president's office are:

Director of Learning Resources

Professional Development Facilitator

Business Services Officer

Director of Admissions and Records

Public Information Officer

The Business Services Officer, in turn, has three other members of the management team who are subordinate to him: The Plant Manager, the Bookstore Manager and the Cafeteria Manager. In addition, the Student Clubs and Activities Officer reports to the Dean of Humanistic Studies and the Financial Aids Officer and Placement Officer report to the Dean of Social/Economic Science.

All of this, then, makes up the management team of a college with a contract faculty of 76, an hourly (non-contract) faculty of 270, a classified staff of 97, and a total student population of 5350. The management team has not grown in size during the three years of the college's operation nor is it anticipated that it will grow in the foreseeable future. As a matter of fact it may shrink a bit with some consolidations of functions. The best judgment now is that the college enrollment could expand to 8,000 or 9,000 without any addition to the management team. If, or when, the college grows beyond that size then there will be reappraisal of whether this governance model still serves the purposes for which it was created. It was designed for a small college and perhaps should be totally redesigned if the college becomes a large one.

Some Comments on the Powers of the President

The fulcrum in the arc of policy input and management output is the president. He often encourages and sometimes initiates policy recommendations. He listens to and evaluates the policy input from every possible source. He endorses or vetoes in whole or in part the policy recommendations coming to him. And then he leads in the planning, communication, supervision and evaluation of management's fulfillment of these policies.

It would appear that irrespective of the president's personality and character, the centrality of his position and the legal mandate from the governing board would force him to be the maker of the big decisions. Historically, this has only been true in part for some confusions on the independence of academic senates and the distancing of presidents by vertical hierarchies have allowed some presidents in traditional models to reduce, even escape from, this authority. They cannot nullify, or escape, the responsibility since there is neither legal nor practical ways to hold faculty senates, or student bodies or even subordinate officers accountable. The district chancellor and the governing board finally ask "Why did you do it?" or "Why didn't you do it?" and the president has to answer.

Actually, it is questionable whether most faculty members really want a struggle for power with the president. Not many want the responsibility of final evaluation of new colleagues and even fewer want the onerous task of dismissing unsatisfactory teachers. They do not want to do the time-consuming detail that makes up much of management's task and they are reluctant to police each other even on professional ethics and professional responsibilities. It is not that individually they are incapable of doing these sometimes unpleasant tasks (after all, instructors and managers come from the same source). The reluctance stems from the fact that these duties have never been legitimated

for faculty hence there is neither authority nor sound institutional machinery by which to do them. Even more important, they see that it doesn't make sense. Someone has to be in charge; the buck has to stop with some one person--not a committee.

It is obvious that the directional, i.e., the policy, decisions should be made by the president. It is equally obvious that the president cannot and should not make all the subordinate decisions. As a matter of basic policy (a decision made by the president), management decisions should, whenever possible, be made at the point of direct contact. A decision should be bucked forward only when it has wider institutional implications or only when an aggrieved party wants to continue the due process. But, if lesser management decisions are being made constantly by classified staff, by teachers, by directors, by deans, how then can they be made compatible with the thinking and the direction of the president? The answer on this is crucial: It is the unending task of the president to make everyone aware of the philosophic commitments to which he subscribes--or, in the slang of today, "where he is coming from." This is particularly important for the management team. If they really know the principles then they can apply it to endless variations of cases. All of this is so self-apparent that it seems hardly worth discussion yet this is exactly where many institutions run aground. They do not have an articulated philosophy, a clear-cut direction, an institutional position, so each person along the line makes ad hoc decisions, one often diametrically opposed to the other--so, "things fall apart; the center cannot hold."

From the discussion on policy input in Chapter III and from all previous disclaimers, it should be clear that institutional direction does not come from a presidential oracle; it grows out of all the discussion and debate of those involved in the governance process. The president really personifies institu-

tional position more than just pronouncing it. The president certainly has a major hand in charting the course but so are there a lot of other hands. Once the course is charted, the president must be steadfast to avoid institutional drift.

Take as an example the rather innovative general education program at Los Medanos College. Several people in addition to the president helped create the basic model. Every instructor teaching general education courses was involved in deciding what was worthy of being taught and how it would be taught. It became institutional policy and it is now entering its fourth year of operation. Real difficulties have been experienced along the way, particularly in teaching what is called "the generic course" in each of the six general education areas and in thinking of imaginative ways of making a device for student design of his own education called plural pursuits fulfill its great promise. If it had not been clear that the president was philosophically committed to this integrated, interdisciplinary general education program, there would have been a drifting away from the difficult task of making it work. This struggle has not yet been won but dissenters know from the clarity of the president's position that they must come around to making it work or come up with an alternate model which can capture institutional endorsement. Each meandering away on his own is not an option.

In this model, the president has to be, first and foremost, a communicator. People can't know "where he is coming from" unless he tells them. The president must have tolerance for endless meetings and for going over and over again what already seems like well-plowed ground. If subordinate managers are going to speak for the president, they have to be constantly tuned in on what he is thinking. And in this, they cannot play the sycophant role. They cannot say to others "Do this because the president says to do it." They need to challenge

his thinking and in the discussion which follows to come up with joint thinking. The president needs to keep returning to the why, to first principles, to the theoretical postulates.

If these discussions are thorough enough and all of the philosophic parameters become clear, then the members of the management team can operate within them and in this way become exponents of the institutional view, or to again personify it, become extensions of the president. Each, in effect, becomes a mini-president of prescribed functions. When they have attained a common philosophy then they can, with confidence, assume operational autonomy. Another way of saying this is that the president minimizes the number of people running to him for management decisions by constantly thrashing out with subordinates the philosophic bases upon which decisions should be made.

There is much talk in management textbooks that the span of control of any officer in a bureaucracy should not exceed 6 or 7 or 8. It is asserted here that there is no such magic figure for span of control; that it is directly related to the effectiveness of the interpersonal communication system (face to face and orally, not by memos) created between the superordinate and his subordinates. To exaggerate to make the point, a president in constant Socratic dialogue on philosophy and institutional position with his management team could extend his span of control twice over. Further, he would rarely have to make a direct management decision. They would be thinking along the same lines and therefore would act (decide) along the same lines.

It also follows that a president who sees his role primarily as a teacher of institutional philosophy can exercise a span of control much larger than a president who is serving primarily as a coordinator of independent operations. He doesn't have to tell people what to do and then make sure this is synchronized

with what all others have been told to do. Instead, he asks the questions which elicits the statement of problems and then discusses, with the group, the goals to be reached, the why's, and the consequences of the optional hows. From this, the person with the problem will begin to couple his decision with institutional position and the other members of the group will not only learn from this process but also begin to coordinate the new management decision with what they are doing.

One source of power and an important function of the president is that he serves as the antenna of the college with the community and reciprocally, serves as the direct liaison officer between the community and the college. The designers of this model were convinced from the beginning that a dean of community services would only get in the way of this presidential function. Instead the president should set the direction for involving all programs with the community and in this sense serve as his own dean of community services. In another sense, the president should pull the deans and directors and those in student personnel and those in other services into the community service function and thereby integrate it directly with curriculum and with the other educational activities of the college.

Some Comments on Constraints on the President

Looked at from below, the powers of the president appear formidable. The president's perception, however, is one of possible checkmate from all directions and sources; from above, from below, by published philosophy, by governance structure and by constraints imposed by self. He must balance the tentions and pressures from outside and inside and between formal and informal groups.

From above, the State dictates endless dos and don'ts. In California, the State says what can be built and what can't. The State has to give final approval of curriculum. The State sets the number of teaching days per year and must give approval to any experiment with college calendar or even variation on the number of minutes in the teaching period. The State legislates rulings that are often hard to live by, e.g. 1) no more than 25 per cent of courses can be taught by hourly, non-contract instructors or 2) at least half the total college budget must go for instructor salaries. And this is just an illustrative, not an exhaustive list of State constraints which are increasing in number and prescriptiveness.

The accreditation association can both add to and subtract from the president's powers. The president can show the accreditation team the need for recommending changes which he thinks should be made. This brings a clout which adds to his own voice. On the other hand, the visiting team from the accreditation association can ding the president for doing this or failing to do that and can make recommendations inimical to the president's wishes. The effect of this, of course, is to reduce the president's power. Accreditation is like the conscience of the profession and conscience is always a restraining force.

A college in a multi-college district is not a legal entity; it is the district which enjoys this status. The president is really the creature, the agent, of the district governing board and is the direct sub-ordinate of the district chancellor. Although the president has a voice in its formulation, he also is obliged to abide by all the district policies and procedures. The president inherits district history and tradition which can set limits every bit as binding as policy. Collective bargaining, with all the constraints it imposes, is done at the district, not at the college level. Whether the president and his staff do or do not negotiate the contract, they do become

the managers of that which finds its way into the contract. The president has considerable power in the development of the budget and control over the money allotted, yet in all budgetary regards he must accommodate to those both below and above him in the hierarchy. Although many college presidents do not choose to involve themselves much in curriculum, it is in curriculum development where he is least constrained and can call the shots.

Like most districts, the Contra Costa Community College District has a District Council composed of the presidents of the three colleges plus the district chancellor and his top staff members. This group meets bi-monthly for consideration of policy questions, for securing agreement on procedures and for coordination of efforts. It is here that district marching orders are agreed upon and no president can flout these by marching off in his own direction. For example, the District Council may decide that one college lean in faculty has to take faculty members from an overstaffed college, or, this Council may set a class enrollment minimum of 20 and instruct the presidents to cancel classes falling below this enrollment.

Outside the direct channel of authority, there are several State mandated councils, e.g. the Regional Adult Vocational Council, and consortia entered into by district agreement which, though usually beneficial, do diminish the president's freedom of action. These quasi-legal checks shade into all kinds of extra-legal pressures which also reduce the presidents' degrees of freedom. State assemblymen and senators are occasional callers. Spokespersons for various special interest groups (local lobbies) are quick to let the president know the wishes of their respective groups. Advisory committees to curricular program often seek the ear of the president. The principals of feeder high schools want to be heard and particularly when in consort with the college on certain programs, do erect other boundaries to the president's actions.

To a larger degree than the staff and students recognize, the president must temper his decision-making power with input from faculty, his management team, the classified staff and the students. The president knows that he is evaluated on the basis of how well the staff are meeting the college goals and objectives, including how well the students are learning. He has to accommodate to them just as they are obliged to accommodate to him. Dependency can be absolutely tyrannical and even the very limited dependency of staff and students to president can act as a powerful constraint on presidential power. As a matter of fact, most presidents work hard to avoid falling into the trap of the father figure role.

The whole policy input system described in Chapter III is an elaborate system to give powerful voice to which the president has to listen and to modify his actions accordingly. Once a policy-input system is set up, it cannot be disregarded. Advisory clusters will have life only as long as their advice is taken seriously. The president meeting regularly with the College Police Committee has his choices narrowed to either going along with their recommendations or vetoing them. And, he cannot afford to impose the veto too often without making a farce out of policy-input.

Another constraint growing out of structure is that of published philosophy or policy. When a philosophic position or a policy is committed to paper, it obliges the president to operate within its bounds. This book on the Los Medanos College governance model will in itself become a published check or constraint. Of course, there is some need to strike a balance between too much and too little in this regard, for if every contingency is dealt with in written policy, then the president, indeed the whole college, becomes a victim of over-legislation and the only modus operandi open is "doing it by the book." There is also difference in perception of stated policy vis a vis

procedure and the president has to be wary of making changes of procedure which others perceive as changes of policy.

Next to structure, the strongest constraints on presidential power are those which are self-imposed. The moral and ethical values which regulate the personal aspects of the president's life do not go dormant in his official life. If he is an honest person, he will be an honest president; if he is a compassionate person, he will be a compassionate president; if he is a person who respects others, he will be a president who respects staff and students.

It is true that position often imposes new demands which become self-constraints. For example, the role of president imposes the demand for consistency of behavior. A president can't operate by whim, saying one thing today and its opposite tomorrow. The job can be character building and these character traits become checks upon arbitrary use of power. A last psychological force at play in the president's behavior is the internal picture he has of the presidential role. A president who sees himself as primarily an institutional manager is going to operate quite differently than a president who sees himself as an educational leader; a president who sees himself as marginal in ability is going to look to self-survival whereas a president who sees himself as truly able will seek challenge and will want to be a mover and shaker, an agent of change.

A modifier, even a disclaimer, to the above paragraphs needs to be made as an ending note. As important as the personality and character traits of the president are, they are not as important as the governance structure in which they are given play. The structure shapes the president's behavior more than the personality and character of the president shape the structure. Unless a president risks fighting through a wholly new structure, he is forced to operate within its constraints.

CHAPTER V

The Governance Model: Management Organization and Function

The organization of management in this model is based on function. Those managers whose primary function falls within instruction are the four deans and under them, the directors of five large, specialized and sometimes district-wide instructional programs. The deans also have in three instances service managers reporting to them. The Coordinator of Student Activities is responsible to the Dean of Humanistic Studies while the Placement Officer and the Financial Aid Officer report to the Dean of Social/Economic Sciences. These are not anomalies and the principle of organization by function still holds for their duties tie them most closely with the instructional fields of their respective deans.

Those managers whose primary function falls within college-wide services are the Business Services Officer, the Director of Admissions, the Director of Learning Resources, the Professional Development Facilitator and the Public Information Officer. These managers, like the deans, all report directly to the president thereby giving the president direct information from and a supervisory voice in the college-wide management of both instruction and service functions. One of these service officers, the Business Service Officer, has supervision of three subordinate officers in charge of service functions: the Plant Manager, the Cafeteria Manager and the Bookstore Manager.

Counting the president, these 21 officers make up the management team of Los Medanos College. They have 440 certificated and classified staff members within their charge. Because all the functions they perform were needed on the opening day of the college, they were there when student enrollment was less than 3000. However, their functions will not grow significantly with enrollment so the size of the managerial team will remain the same even if, or when, enrollment increases to 8000 or 9000 students.

The number 21 may seem to contradict this statement, but actually it is a lean team. Most colleges have at least this many and do not count such functionaries as those of placement, financial aids, plant maintenance, bookstore, cafeteria and public information as officers within the management team. In this regard, it should also be remembered that the whole superstructure of division heads and department chairmen is obviated by this model of governance.

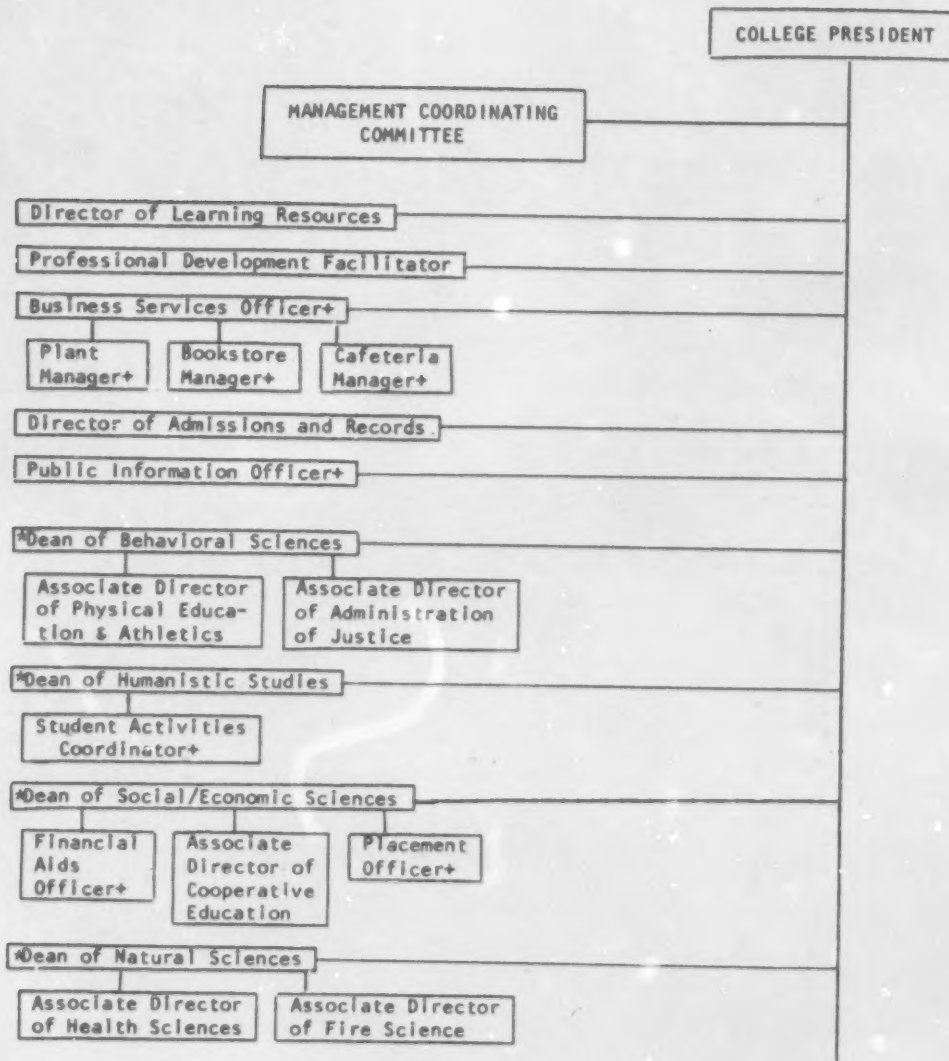
Before giving detailed description of the instructional and service segments of the management team it might be well to repeat the graphic representation of the management output side of the governance arc. This is shown in Table 6. It might also be well to provide full job descriptions of these 21 management positions. These are given in Appendix A.

Instructional Managers

The deans and the directors are both the educational leaders and the managers of their respective areas. They aspire to give intellectual and philosophic leadership to their instructors as well as serve the management roles of communicator, coordinator, supervisor and evaluator. They carry out institutional policy yet have no more, nor less, voice in setting it than any other staff member. Even so, they are decision-makers within their respective areas and within the boundaries of institutional policy. The analogy is close

TABLE 6

Structure of Management Output



* See job descriptions in Appendix for areas of curricular responsibility.

+ Non-certificated managerial positions.

to that of legislative law and administrative code. Deans and directors don't make the policies (laws) yet they do flesh them out with procedures and decisions (administrative code). This can create contradictions and conflicts, hence the built-in method of challenge, described in Chapter III, to circle questionable rulings by deans and directors back for consideration by the policy input side of the governance arc.

Los Medanos College is committed to the philosophic idea of the unity of all knowledge, hence to an interdisciplinary curriculum. There are many obstacles--tradition, mind-set, faculty preparation, transfer problems--which stand in the way of teaching knowledge as a whole or even in a completely interdisciplinary way. Yet the ideal should be approached and since function has a reciprocal relationship with structure (function follows structure just as structure should follow function) instructional management reflects this integrated curriculum.

This integration is accomplished in many ways. The breakout of the four deans approximates the breakout of the general education areas. They provide leadership to this core of the curricular offering. They also divide among them all of the career fields so the historical separation of academic education and career education is bridged. The four deans share the duties of the traditional dean of the evening division thereby integrating the day and evening programs into one. The four deans share the duties of the traditional dean of student personnel thereby integrating the instructional aspects of student personnel into the larger instructional function. The four deans share with the president the duties of the traditional dean of community services, purposefully to integrate community services into instruction. The four deans, assisted by the five directors, serve whatever duties that are performed by division heads and department chairpersons in traditional models thereby

countering that centrifugal force which scatters the unity of knowledge into unrelated parts.

This management structure flattens the hierarchy and makes the communication chain shorter and stronger. Deans communicate directly with the president and the faculty communicate directly with their dean (or director in the cases of self-contained and often district-wide programs such as Administration of Justice, Fire Science, Nursing, Cooperative Education and Physical Education and Athletics). It is a low profile set-up with no big superstructure offering itself as a target.

The results of having this lean team in close communication are quite significant. The president can be the intellectual leader of the college for by weekly meetings with the deans he can know exactly what is going on, undistorted through several layers of hearsay, and, going the other way, can give direction to the deans who will be talking directly to the faculty. This short linkage makes face to face, oral communication the natural, easy way to operate. Complex ideas and items requiring some record are put on paper but memo writing and paper shuffling are no longer the mark of management nor the butt of jokes about it. This structure is significant also in being cheaper. No elaborate cost analysis is necessary to demonstrate this statement when it is remembered what positions are obviated: dean of instruction, dean of student personnel, dean of liberal arts, dean of technical-vocational education, dean of the evening division, dean of community services plus X number of division heads and Y number of department chairpersons.

Of course all business cannot be handled on a one-to-one basis. There are meetings, indeed quite a few meetings, but meetings don't have to be time wasters either in fact or in the perception of those who attend. Meetings can be the place where information is exchanged, where procedural decisions are

made and where problems are solved. They don't have to be interruptions to work but the work itself. This takes planning, following an agenda and developing skills in communication. The benefit is worth this price for if everyone feeds information and opinion to the president he is going to be a better decision-maker and, going the other way, if everyone is kept informed of the rationale for decisions and actions there are grounds for neither ignorance nor institutional paranoia.

Specific to instructional management, at Los Medanos College there is a two hour meeting weekly of the deans with the president. The usual agenda includes: 1) the president sharing information he has gleaned from the District Council meeting, 2) agreements on and coordination of whatever tasks are current; e.g., schedule making, catalog, instructor evaluation, course evaluation, 3) presentation of problems and discussion of proposed solutions and 4) interchange with one or several of the service officers on some one of their functions which is affecting instruction. After these meetings the deans are scheduled to post their respective directors on what transpired. These directors also get information and have input at the weekly Management Council which will be discussed in a later context.

Each dean heads what is called an Area. To some this will sound like a new name for a division and in a way they would not be too far wrong. Another name might be deanship. Whatever the name, it is an assemblage of all the instructors teaching courses which fall within the responsibility of that dean. There are Area meetings about once a month for information exchange, for giving directions, for dealing with common problems and sometimes for tie-in with the policy input phase of governance. An example of the latter case would be Area endorsement as the first step in securing approval for the introduction of new courses into the curriculum: Area → clusters → general cluster-persons meeting → College Policies Committee → president. No doubt this

is not the fastest route which demonstrates the Los Medanos College belief that efficiency should almost always be sacrificed for full communication and full participation.

Within the Area there are varying levels of sub-areas which have functions and problems unique to them. The dean is the rallying agent for these too. An example: The Dean of Language Arts and Humanistic Studies has two obvious sub-areas, Language Arts and Humanistic Studies. Within Humanistic Studies there are the sub-sub-areas of art, dramatic arts, music and philosophy. There is really no official entity of sub-sub-area or even sub-area but one major idea of this whole model is to accommodate smallness within a frame of bigness; to have small universes within an inter-connected, even unified, galaxy. For the dean to meet separately with the music instructors, or with the reading instructors separate from the other Language Arts people, is a natural and efficacious way to operate.

This model does not negate the facts that there are disciplines, that instructors are prepared in disciplines, that instructors within the same discipline can profitably talk about their common concerns. Instead, the model posits a dean helping instructors move in an ascending spiral from discipline (speech) to intradiscipline (language arts) to interdiscipline (societal issues component of general education). The movement up this gyre demands a great deal of talk hence there are sub-sub-area meetings, sub-area meetings, area meetings and college-wide meetings. Deans do indeed spend a lot of time in meetings but if meetings are for communication, coordination, and professional staff development, the question should be asked, "How could they better spend their time?"

The deans and directors - as a matter of fact all members of the management team - are professional administrators. The deans and directors and some of the service officers are also certificated teachers and to establish or maintain

credibility sometimes do teach. No one, however, falls in some limbo between faculty and management. They are managers, were chosen as managers, and although some could legally return to teaching at Los Medanos College, it would not be encouraged. This point is stressed because this model lends itself without discomfort to the reality of collective bargaining; it has no anomalous positions precariously perched between faculty and management.

Because this was an experimental model when it was first approved by the district chancellor and governing board, the four deans were given the lesser rank of associate dean. This is mentioned only because it erroneously denigrates their authority and responsibility and because a considerable distinction must be drawn between the functions of a dean in this model and those of the directors. In a cluster model of community college organization they would be the equivalent of a provost. They are mini-presidents in the sense that they do have both instruction and service functions, they deal around the clock with day and night programs, they share student personnel functions, and they are involved in community services. This is not true of the directors. They are really subordinates of the deans in charge of a particular instructional program over which the dean has higher responsibility. It is for these reasons that the instructional directors do not report directly to the president but to their respective deans. It is also for these reasons that the service managers are not co-equal with the deans even though for good reason they report to the president and not to the deans. In the absence of the president, one of the deans becomes the acting president and has that wider institutional perspective needed to serve in this capacity.

Service Managers

The service managers, like the deans, are in a sense extensions of the presidency. This does not mean they are faunting yes-men, or satraps, or

puppets to be manipulated by the president. Far from it! The loyalty is to the philosophy which they hold in common, not to the person. As a matter of fact, the president's chief function is that of Socratic teacher of the philosophy and if this were done perfectly (which, of course, it is not) the president would rarely have to tell anyone what to do or how to do it.

Remember, the service managers have functions which are college-wide and which service the central function of the college; instruction. The business services officer sees to it that the facility is comfortable for teaching, that instructors have the equipment and material they need, that the back-up services are there are, most important, that everyone gets paid. The director of admissions sees to it that students get into scheduled classes and that accurate academic records are kept. The director of learning resources sees to it that the books and media and reproduced materials are all there for the instructors and students to use. The public information officer sees to it that the word on what is being done at the college goes out to the people in the community. The professional development facilitator sees to it that the teaching staff, indeed all staff, get help in doing their jobs better. To be sure, these are oversimplified job descriptions yet this very over-simplification illuminates the two distinctive attributes of these management positions: they are service oriented and their functions cut across the whole college.

The only service manager who has subordinate officers reporting to him is the business services officer. He has three: the plant manager, the cafeteria manager and the bookstore manager. Their functions are well described by their titles. The plant manager heads the rather large staff needed to maintain the entire campus facility. The cafeteria manager is in charge of all food preparation and food services. The bookstore manager keeps the college (book)store.

2

The logic of putting these three service managers under the business services officer is obvious. They report to him, not to the president, because they are carrying out part of his manifold responsibilities. They are, however, integral members of the management team and speak for themselves in the weekly Management Council meeting.

The five senior service managers meet for an hour each week with the president just prior to the deans' meeting. This allows for convenient overlap in the frequent instances where service function affects instructional function. As was described in reference to the deans' meeting, the agenda for this service managers' meeting approximates this format: the president giving information to the managers, the managers giving information to the president, the laying out of problems, discussion of the options for resolution of these problems. In this meeting, as in all other meetings, the president tries always to come back to first principles, to relate whatever topic is at hand to the basic philosophic postulates which undergird the structure and operation of Los Medanos College.

The criticism has arisen, even in the college's accreditation, that the president has too many subordinates reporting to him. Chapter and verse is cited from textbooks on management that this model goes beyond the recommended breadth in "span of control." The warning is made that the president will become a burned-out case. Experience so far, however, labels all this criticism as nonsense. To exaggerate to make the point, if the philosopher - president concept were achieved at its ultimate level, it would not make much difference how many people reported directly to the president. The president and his subordinates would be hammering out and learning together a philosophy of education and a philosophy of management tailored to the context of the college.

They would therefore perceive issues, procedures, problems, solutions, in about the same way so the "reporting directly to" would simply be that of keeping each other informed.

The claim that the Los Medanos College experience makes conventional wisdom on span of control nonsense was hyperbole. No doubt if a president really directs, coordinates and supervises very disparate, even conflicting, functions then the number of such functions - and functionaries - should not exceed 5 or 6. On the other hand, if there is unity of purpose in the enterprise, a well-articulated philosophy, and a management team approach, then span of control, though certainly finite, is only a minor limiting factor. Be that as it may, the president in this model has four deans and five service managers, reporting directly to him. He also has a reciprocal, if indirect, flow of communication going between him and the other eleven managers.

The Management Coordinating Committee

All members of the management team come together in the weekly, two-hour Management Coordinating Committee meeting. Actually this meeting is open to anyone who wants to come. In the early years, it was hard to disabuse some faculty members of the suspicion that college policy got decided at these meetings. As they came to see that this was not the case their attendance fell off. Now, only an occasional faculty person drops in to satisfy some benign interest.

The meetings are probably not too interesting to those not in management. Certainly no crackling debates on college policy enliven the proceedings. The purpose being served are communication, coordination, and professional staff development. The professional development facilitator, not the president, chairs the meeting and a small sub-committee working with the professional development facilitator line out the agenda.

The usual format includes around-the-table reporting by each manager of items thought to be worth communicating to colleagues. More often than not the president has more to report than others since he is the only direct link with the district and also since input from every source funnels in to him. Out of this communication of information, items that require some coordination come to light. These are discussed and are often resolved there at the meeting or in small get-togethers which follow. Upon request, anyone who has a serious management problem can have it put on the agenda for input, even brainstorming, by colleagues.

A considerable bloc of the meeting is devoted to professional staff development which explains why the professional development facilitator is in charge of the agenda and chairs the meeting. This management development can take a lot of different forms. A long paper on philosophic postulates occupied the group for several weeks. Some chapters of this book have been the content of discussion. From time to time, consultants on such topics as communication or time management or professional life stages or working with small groups are engaged and are given a larger time block for presentation and discussion. When it became evident that most managers did not have a full and precise picture of the job and the professional background of every other member of the team, a campaign was started to have a different team member each week give a run down on exactly what he does and how he prepared himself to do it. These are some examples; other could be added.

Toward this same end of staff development, the management team has a two or three day retreat prior to the fall semester and has occasional one day retreats on some particular topic of interest. All of this contributes toward team building. When people come to know each other well they tend to be less

competitive and more cooperative; less afraid to expose their own weaknesses and more generous about accepting the foibles of others.

This Management Coordinating Committee serves one other purpose. Management is another unit in collective bargaining. A sub-committee of this group joins colleagues from the two sister colleges to negotiate items of personal benefit with the governing board. So far, these have not been particularly contentious but, oddly, there has been controversy over the Los Medanos College position of making no distinction between certificated managers and classified managers. Eight members of this management team did not follow the teaching route to their present positions. There seems to be no good reason why they should have. They are professionals at their jobs and teacher training and teaching experience seems largely irrelevant to it. The Los Medanos College posture of equity among managers has not been accepted, hence the struggle over this goes on.

Management Committees

No mention has been made of traditional committees, such as the curriculum committee or the student personnel committee, for the very good reason that they do not exist. They are policy determining committees and in this model, as was described in the chapter on policy input, all professional staff and representatives of the student body have a direct voice in policy formulation. To be sure there are ad hoc committees formed to study some policy issue but after these groups have made their report or written a position paper they self-destruct.

In the opening years of the college, committees did get formed that were not really involved with policy input and which took on an indefinite tenure. The more this was analyzed the clearer it became that these groups were advising

upon and critiquing management implementation. This insight cleared the confusion. There should be management committees made up of faculty, students and, where appropriate, classified staff, to give the manager of a function (usually a service) the necessary input for making procedural, not policy, decisions. Such a committee would provide the manager feedback on how the day-to-day operation was going. These management committees would serve an advisory, critiquing, even watchdog function. They would also give the manager an opportunity to explain the inevitable restrictions and barriers that interfere with smooth service and, hopefully, this apologia would be passed back to the constituencies of the committee members. Naming a few of these committees may pop what is being said here into focus: Business Service Committee, Learning Resources Committee, Staff Development Committee, Catalog and Schedule Committee, Registration-Admissions-Graduation Committee.

Many of the frustration in a college, or in any complex organization, stem not from bad policy but from how the policy is carried out. Those who spend their working lives in these organizations justifiably want a voice in the execution of policy as well as in its formulation. These management committees serve that purpose. To do this through the same mechanism as policy input (advisory clusters → clusterpersons meetings → College Policies Committee → president) led to time wastage and confusion. Instead, representatives are selected for varying tenures from faculty, student and classified constituencies. They meet upon the call of the manager who is responsible for that function, or upon the call of a majority of the committee members.

The manager chairs the meeting and sets most of the agenda although any committee member can add to this agenda. The members of management committees carry the responsibility of representing their constituency and likewise reporting the actions of the committee back to their representative body.

Minutes of the management committee meetings are kept by the manager and distributed to all faculty, students and involved classified staff groups. When there is an unresolved disagreement between the manager and the committee, a 2/3 vote will automatically bring the next manager of responsibility into the controversy. If the committee and the next manager of responsibility cannot agree on a compromise, the issue is referred to the College Policies Committee to determine if the issue is one of procedure or policy. If the CPC sees it to be one of policy then the parties to the disagreement are asked to write a clarifying position paper for full treatment on the policy input side of the arc. If it is a procedural matter then ultimate resolution rests with the college president.

A schema showing how management committees fit within the whole frame of college and district governance is presented in Table 7.

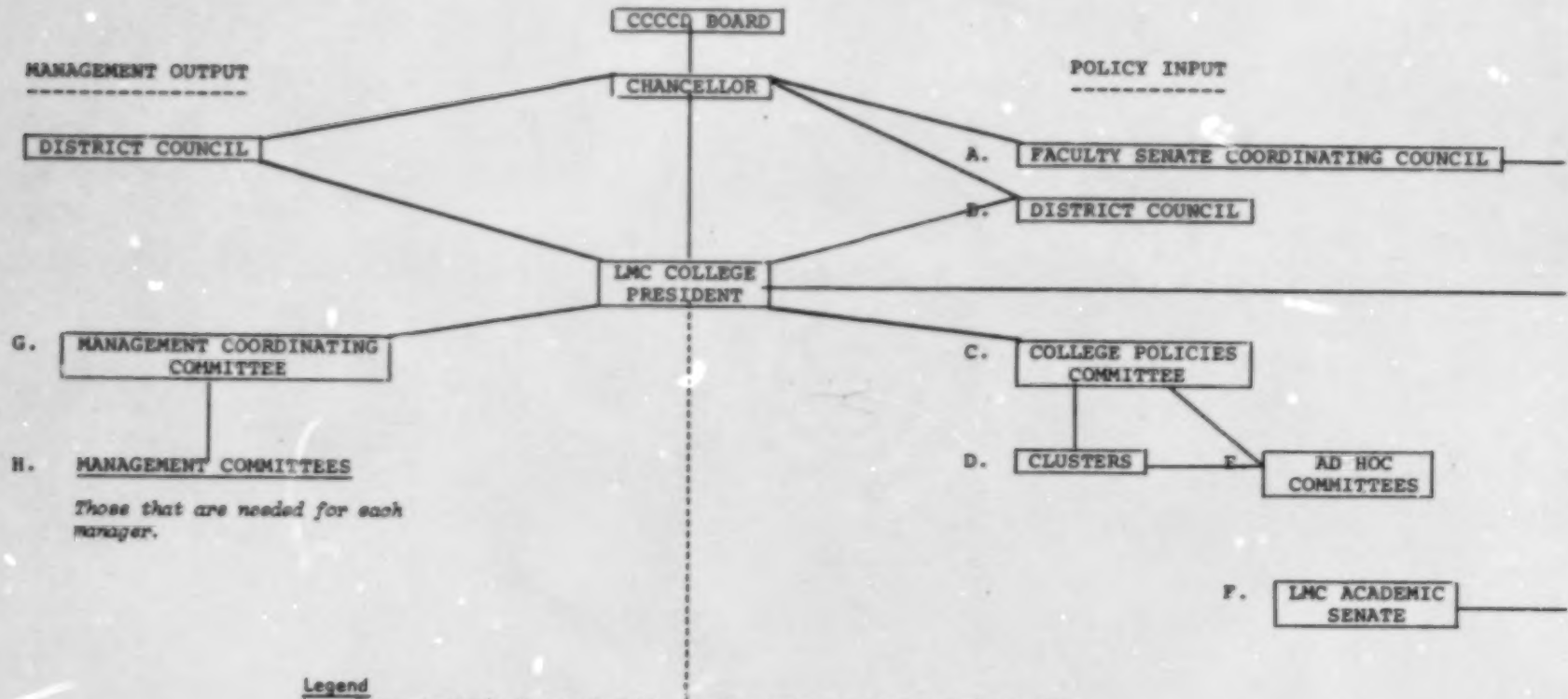
An Ending Word on Goals

In Chapter III, Policy Input, eleven tasks or goals were set for this model. At the end of that chapter, claim was made that the policy input half of the governance arc contributed heavily to at least five of these goals. When the content on management output described in Chapter IV and V is added, the claim can now be made that this model does meet all eleven of the goals set for it. They are worth cataloging and worth checking memory or text to see if in each case the claim is justified. This governance model:

1. establishes a college posture of high structure to achieve defined goals;
2. is compatible with and supportive to the curriculum of the college;
3. cherishes participatory input and capitalizes upon it;
4. makes clear and unconfused the legal and logical authority of the president as decision-maker;

TABLE 7

The Relationship of Management Committees to College and District Governance



Legend

- A. Three Academic Senate Presidents, Two Representatives at large from Contra Costa College, San Pablo, CA, Three Representatives at large from Diablo Valley College, Pleasant Hill, CA, One Representative at large from Los Medanos College, Pittsburg, CA, Chairpersons of Four Standing Committees, Chairperson(s) of Ad-Hoc Committee(s)
- B. Three College Presidents, Chancellor, District Fiscal Officer, District Planning Officer
- C. College President, Two Administrators, Two Students, Six Cluster Chairpersons and Alternates
- D. Interdisciplinary Faculty, Two Students and a Minimum of Two Administrators
- E. Volunteers from Six Clusters
- F. LMC Faculty
- G. All Management Staff
- H. Manager that has functional responsibility and Faculty Selected from Instructional Areas and Student(s) selected by Student Representatives

5. recognizes the ultimate priority of institutional will over individual will;
6. shortens the lines of communication and gives maximum assurance that everyone knows what is going on;
7. creates a flattened, lean hierarchy;
8. decentralizes the student personnel function;
9. largely erases the demarcation between academic and career education;
10. integrates the day and evening programs as well as integrating community services with curricular offerings and student activities;
11. does away with departments and divisions.

Other legitimate claims could be made: it is cleaner with less contradictions and less inconsistencies; it establishes a rational system and a respect for rationality thereby requiring that any additions, deletions or changes be done in a rational way; and it is cheaper. More claims could be made but enough is enough; the case is made.

APPENDICES

JOB DESCRIPTION

DIRECTOR OF LEARNING RESOURCES

The Director of Learning Resources is a certificated administrative position responsible for provision of all campus-wide learning resources and reports directly to the College President.

The Director of Learning Resources assesses the needs of students, faculty, staff, and the curriculum relative to learning resources programs and services with the assistance and cooperation of other administrators and staff. He then carries out the task of insuring that these needs are met through provision of professional consultation and planning, activities, services, facilities, equipments, materials, and staff as part of a well coordinated and efficiently run comprehensive learning resources program.

While involved in planning for and participation in the college instructional program, the Director's position is primarily a college-wide service function.

The Director of Learning Resources is responsible for all Learning Center related personnel and supervises three (3) full-time certificated Librarians, one (1) part-time certificated Librarian, One (1) Secretary/Library Assistant, Two (2) Library assistants, Two (2) Audio-Visual Assistants, One (1) Audio-Visual Electronics Technician, Three (3) Media Design/Production Technicians, One (1) Listening/Viewing Room Supervisor, one (1) Library Typist Clerk/Mail Clerk, One (1) part-time Audio-Visual Assistant, One (1) part-time Listening/Viewing Room Supervisor, and One (1) part-time Library Assistant. In addition the Director of Learning Resources also indirectly supervises eight (8) staff members in the Central Services area through a Central Services Supervisor.

The Director of Learning Resources has the responsibility and commensurate authority for providing all traditional library types of services and activities as well as all services and activities pertaining to audio-visual/instructional media support (instructional design, production, equipment, materials, repair, etc.) under the "umbrella" of Campus-wide Learning Resource Services. The Director has the major responsibility for instructional design function in cooperation with the staff development responsibility of the college Professional Development Facilitator.

The most important tasks performed include: Working closely with the Area Deans and the College President to insure that services meet the needs of the instructional programs, working in close harmony and cooperation with the Professional Development Facilitator in instructional development/instructional design responsibilities, working with the college Learning Resources Committee for input and feedback relative to learning resources activities, providing consultation and assistance to faculty in support of instructional programs, determining budgetary requirements and managing budget to accomplish established goals, supervise and maintain quality of learning resources staff through and efficient performance evaluation system and on-going in-service program, develop and publish informational vehicles to inform and inspire faculty of innovative activities and/or projects, and to efficiently administer the many and varied programs and services of the Learning Center.

Educational requirements should include a minimum of a Masters Degree in a comprehensive program covering both Library Education and Instructional Technology as well as successful teaching experience in the Community College. Administrative experience in a comprehensive program of learning resources is essential. A knowledge of Library systems and practices as well as media processes and a thorough understanding of the learning process is essential.

JOB DESCRIPTION

PROFESSIONAL DEVELOPMENT FACILITATOR

Professional Development Facilitator is an administrative position which provides staff development services to faculty (full and part-time), classified staff, management, students, and to the college as a whole. Development services may be in the areas of instruction, curriculum, communications, governance, in-service orientation and training. Being a staff, rather than a line, position, the PDF is in a resource relationship to the various clienteles of the college.

The position is both service and instructional.

The PDF reports directly to the college President.

For the PDF, formal supervisory duties are minimal, confined to the personnel of the staff development office. Informally, the PDF is required to be active in the supervision of staff development projects and processes.

The authority of the PDF is such that a staff administrator would have by delegation from the college president. In most of the dealings of the position, the basis of authority is in the consent of the clientele--or in the demonstrable value of the process and/or its outcome. Responsibilities are many, varied, and demanding. The PDF has responsibility for providing effective and well-selected development activities for the several clienteles in the areas of professional, personal, and organizational development. This responsibility entails on-going needs assessments, program planning, implementation, and evaluation of activities. Activities may be as large as the year-long program for the induction of new faculty, or as small as a two-hour workshop on budget procedures, or as brief as conversation with a faculty person.

The PDF organizes and chairs college-wide Forums. The PDF chairs, or serves as resource person or facilitator, to college committees when appropriate. Though not an institutional research person, the PDF has the responsibility of keeping an eye on the functioning of the college, the organizational climate, and processes of communication; also, through various techniques of needs assessment, identifying areas of need and presenting proposals for action. The PDF has the responsibility for responding to inquiries on staff development at Los Medanos College, of hosting visitors, and of representing the college at conferences and off-campus committees.

The tasks performed by the PDF include consultant and resource services to individuals and groups. The PDF works with faculty in the assessment of instruction by means of classroom visits, video tape recording and analysis, and the administration of instruments. Especially, the PDF works with new faculty. The PDF consults on the preparation of grant proposals, both for on- and off-campus funding. The PDF at Los Medanos College operates in an active "practitioner" fashion--which entails frequent active implementation of staff development activities in the role of instructor, group leader, chairperson, facilitator, or resource person. Important among the "practitioner" tasks is that of counseling. A task important for communication throughout the college on staff development is the publication of a newsletter. The PDF chairs the Professional Staff Development Committee. The PDF is a resource person and process facilitator for curriculum development.

JOB DESCRIPTION

BUSINESS SERVICES OFFICER

The Business Services Officer serves in a staff relationship to the President. The Business Officer under general direction plans, organizes, and directs the business services/financial affairs of the college.

The Business Service Officer is a services position primarily concerned with insuring the timely acquisition of and accounting for those goods and services required by the college.

The Business Services Officer reports directly to the President and has a functional accountability relationship to the District Fiscal Officer.

The Business Officer supervises six (6) positions: the Accounting/Payroll Clerk, the Bookstore General Manager, the Business Office Secretary, the Building and Grounds Supervisor (Plant Manager), the Cafeteria Manager, and the Chief Security Officer.

The major areas of authority and responsibility are:

- ... Directing fiscal and general business activities of the college; establish the practices and procedures for the business services office; provides general supervision of operations for maintenance, repair, and upkeep of all college property and grounds; plans and directs activities related to providing general campus security, traffic rules and regulations, and parking; supervising all campus detailed accounts and records involving the collection and disbursement of college funds; provides general supervision of College Bookstore and Cafeteria operations; administers employment records and files for all classified employees; assists the President in coordinating the use of all facilities used by the college; supervises the maintenance of all necessary records and accounts related to the business affairs of the college and prepares any reports for district, state, and federal agencies as requested by the president or required by law.

The most important tasks concern insuring that the college's administration, faculty and staff operate within the scope of board policies and District Administrative Procedures. The tasks include: attendance at management and staff meetings; participation in campus governance; attendance at board meetings; serving on a variety of district permanent and ad hoc committees; serve on district negotiation team(s) for classified bargaining units; liaison with district office, coordination of college budget preparation; plan, organize, assign and review work, and passes upon varied management problems in directing business services function of the college to include: payrolls, purchasing, ordering of supplies and equipment, duplicating services, telephone service, cash collections, and disbursement of funds; supervises the processing of requisitions for services, supplies, and equipment for the campus; maintains necessary campus records and files pertaining to inventories of equipment, facilities, and supplies used by the college, and checks the receipt of goods and services purchased by the college.

Minimum qualifications:

Experience: Three years of increasingly responsible technical experience in one or a combination of the following: fiscal management, budgeting, administrative analysis, personnel, or business services, including at least one year in a supervisory capacity.

Education: Equivalent to graduation from an accredited four-year college with a major in business or public administration or related field. (Additional qualifying experience may be substituted for up to two years of the required education on the basis of six months of experience being equal to one year of college education.

JOB DESCRIPTION

BUILDINGS AND GROUNDS SUPERVISOR (PLANT MANAGER)

The Buildings and Grounds Supervisor is responsible for the coordination of the custodial, groundsmen, maintenance personnel and community service activities. He is also responsible for the preparation of the department budget. Works with the Business Services Officer to plan proper expenditures. Maintains up-to-date catalogs in order to determine price and quality of items to be purchased or maintained. Inspects the campus buildings, grounds, fire safety precautions and sanitary conditions. Attends meetings with district personnel. Acts as liaison between administrators, faculty, staff, students and general public.

This position is primarily service.

The Buildings and Grounds Supervisor reports to the Business Services Officer.

Personnel supervised includes approximately eighty (80) individuals, dispersed in sixteen (16) categories, i.e., custodians, groundsmen, locker room attendants, community service assistants, receiving clerks, maintenance workers, office, college work study and C.E.T.A. programs.

Major areas of authority and responsibility: Custodial, maintenance, receiving, community services, transportation, security, equipment inventory, Delta computer, and budget.

Approximately 60 per cent of the working day is devoted to coordination of the custodial, groundsmen, maintenance, receiving and community service activities. Preparation of budget, work schedules, community service set-ups, maintenance of campus facilities and inspection thereof.

The remaining 40 per cent is allocated to campus inventory which includes a knowledge of all items and equipment received and utilized on the campus and a strict equipment inventory record control must be maintained.

Must have knowledge of the locks and keys installed or issued on the campus to provide a tight security. A complete record control of all keys issued.

Responsibility for the maintenance and operation of the campus vehicle pool which is utilized by administrators, faculty, staff and student employees.

Complete supervision of all requests made for use of the college facilities. This includes scheduling, set ups, custodial maintenance, provision of personnel, equipment, etc.

Knowledge of the Delta Computer which controls heating and air conditioning.

Minimum qualifications: Four years of experience in buildings and grounds maintenance and repair, preferably in a school district, including at least one year in a supervisory position.

JOB DESCRIPTION

BOOKSTORE MANAGER

Plan, organize and direct the accounting, purchasing, personnel and budgeting functions, as well as the day-to-day operations of the bookstores at Los Medanos College and her sister campus, Diablo Valley College.

This position is primarily service oriented.

The administrative posts to which this position immediately reports are: College Business Officer at Los Medanos College and Director of Administrative Services at Diablo Valley College.

The Bookstores General Manager is responsible for the supervision of all personnel employed in the two stores. Number wise, total employees are: 18 permanent, 10 students, and 32 seasonal part time.

Supervision of all store employees as well as full accountability for purchasing, pricing and selling of all goods carried and maintenance of a strong financial status in each store are the major responsibilities of this position.

Some, but not all of the tasks performed by the General Manager are:

- Meet with administrators of both campuses to review operations.
- Represent school at local, state and national conferences, seminars, etc.
- Review Accounts Receivable and Payable and daily financial reports to see that both stores are operating on a sound basis.
- Conduct meetings with departmental heads.
- Make arrangements, through buyers, to purchase promotional, seasonal and basic supplies and all textbooks needed to meet curriculum requirements.
- Interview and recommend employment of departmental personnel.
- Continually review displays, layouts, and plans for advertising of each stores goods.
- Periodically check on all fixtures and equipment for maximum usage, maintenance and longevity.
- Frequently review and discuss with each employee his/her job responsibilities.
- See that all reports, invoices and necessary documents are submitted to proper agencies/individuals on time.
- Supervise annual inventory and maintenance of proper inventory control records throughout the year.
- Continue to make those changes in operation necessary to a well run and effective organization.

This position requires at least five years of retail sales and buying experience, at least three years of which involved management of a college bookstore; the equivalent to graduation from college with a major in business administration or related field (additional qualifying experience may be substituted for education on a year-for-year basis.)

JOB DESCRIPTION

CAFETERIA MANAGER

The Student Center Manager is an administrative position. The Manager assumes overall responsibility for all food operations on campus and use of the Student Center facility.

This is a service position but the Manager must design the operation so that its policies and procedures are in concert with those being taught in the Food Service Programs so that students using the facility for training will have a lab situation which adheres to the principles being taught in the Program.

The Student Center Manager reports to the College Business Officer.

The Manager supervises three classified positions: Cook, Food Services Supervisor II and Food Services Assistant as well as short-term hourly Food Service Assistants. Additionally, responsible for overseeing the supervision of some 20-25 student workers as well as occasional CETA or WIN employee being trained in Student Center facility.

The major areas of responsibility are: assuring timely production of nutritional food for all operations, including menu planning, buying, price structuring and preparation and storage procedures; relating to Food Service Programs; maintaining sanitation standards and equipment maintenance; interviewing, hiring, training and evaluating employees; vending operation and special catering events; preparation of budget, inventory control, depositing all monies and preparation and maintenance of all accounting procedures.

The Manager relates to the faculty and students in the Food Services Programs. This includes scheduling food production so as to compliment training of students, making facility available and integrating students into regular Cafeteria functions where required for their training.

The most important task is assuring that each of the College's dining rooms provide the service for which they are designed. This includes careful menu planning and price structuring with special emphasis on promoting and maintaining health by offering and featuring nutritious items for student, staff and administration selection. Menus must be planned carefully, rotated and reviewed for acceptancy and food ordered after carefully the various purveyors so as to obtain the best quality and price.

The Manager must interview, hire, train and supervise and evaluate performance of all employees. Additionally, in-service training programs should be devised for full, part-time and student employees with emphasis on food preparation and serving, sanitation and customer relations.

The Manager is responsible for safety policies and procedures for the operation and must assure all Cafeteria equipment is maintained in good working order and available for use.

The Manager designs an overall budget production for the year, administers it as well as providing regular financial reports to determine current status. The Manager supervises monthly and annual inventories, assures all cash deposited and accounting forms filed.

The Manager attends campus administrative meetings and participates in Campus governance process. The Manager also attends conferences and workshops as necessary.

Minimum requirement: Three years of paid experience in the management of a cafeteria or restaurant serving at least one hundred persons at the main daily meal. This experience should have included responsibility for menu planning and ordering of food supplies.

JOB DESCRIPTION
DIRECTOR OF ADMISSIONS AND RECORDS

Responsibilities are those assigned to the Admissions and Records Office as outlined below. The flattened administrative structure causes the assignment of expanded responsibilities to the function greater than those of the traditional admissions and records office. These responsibilities include coordination of the services as they affect the staff and students of the College, interacting with those of the District, state, and articulating institutions.

The position is primarily one of service.

The Director of Admissions and Records reports directly to the President.

The Director supervises the Admissions and Records staff, currently consisting of four classified employees.

The major areas of authority and responsibilities are as follows:

- Establish and administer registration, enrollment, and add-and-drop procedures for students.

- Determine admission status of students, including regular, foreign, non-resident, and advanced high school.

- Certify veterans for benefits and follow up on progress of these veterans, according to Veterans Administration regulations.

- Maintain liaison with veterans representative and counseling functions, pertaining to veterans.

- Coordinate Veterans Cost of Instruction Program (VCIP) functions; prepare the budget; and prepare disbursement of funds reports.

- Certify enrollment of students for scholarships, financial aids, insurance, etc.

- Certify social security beneficiaries' enrollments.

- Represent the College to the District in data processing matters. Meet with data processing personnel to design and implement computer programs for the College's use.

- Input and verify data to the District for state and federal reports; and prepare and forward certain state and federal reports.

- Coordinate input of data from the deans, verify its accuracy, input the data to the computer system, arrange for the publication and circulation of the schedule of classes, and publish and post schedule changes for students and staff.

- Assign and maintain campus room schedule.

- Maintain the course standards file.

- Input and maintain the instructor load reports.

- Participate in the updating of the College catalog by following changes through their conception in the governance system to the accurate publication in the catalog.

Job Description (Director of Admissions and Records) - continued

Interact with instructors, deans, and directors in planning educational programs as they relate to the catalog and state attendance accounting problems.

Certify eligibility of athletes.

Evaluate diploma nurse training for equivalency.

Evaluate graduation applicants, including associate degrees and certificates of achievement.

Process applications for vocational and registered nursing programs.

Articulate with colleges and high schools; visit local high schools for orientation and registration.

Budget for admissions and records functions.

Interview and recommend employment of admissions and records personnel.

Train admissions and records personnel.

Process out-of-district attendance requests.

Prepare and forward transcripts for students.

Prepare and forward general education certifications to California State Universities and Colleges system.

Design and arrange for printing of forms needed for Admissions and Records Office.

Maintain and provide adequate statistical data for the needs of other staff members.

Chair graduation and registration standing committees.

Keep abreast of changing laws and regulations as they pertain to admissions and records and attendance accounting.

Maintain all records required for future verification and audit.

Counsel and advise students and staff pertaining to the above.

Requirements for the position should include a masters degree and sufficient experience in teaching and administration to adequately understand both the instructional and administrative processes; the ability to work with a broad spectrum of people and personalities; and the ability to understand the overall picture, as well as the ability to process the minute details.

JOB DESCRIPTION

PUBLIC INFORMATION OFFICER

The person who holds this position leads the campus in communication with its internal and external publics, and does the actual communicating through personal contact, news releases and other printed matter. As the job description is written, "publicist" comes closest to an accurate, one-word characterization of the public information officer.

Los Medanos College's public information officer has a service function and reports directly to the president.

Only a student assistant who handles sports publicity is supervised by the PIO. Clerical duties--typing, filing and up-dating mailing lists--are performed by the two.

Responsibility and authority match closely when the job is limited to its official description. However, the realities of putting a college's "best foot forward" push the information officer into areas of community services and what many institutions call "public relations," of which publicity is a part. These expanded and sometimes overlapping duties take in publication planning, informal marketing research, advertising, media contact and community work.

Most obvious among the many information tasks are the press releases sent frequently to radio and tv stations and newspapers, and the publications (brochures, catalogue, schedule, community calendar) produced with the information officer's guidance.

The most important task is direction of the many voices on campus, literally and figuratively, into a common Los Medanos College message.

Any campus public information officer should have at least a B.A. degree in liberal arts with some study of journalism, graphic arts, photography, economics, advertising and marketing. Experience in any of these fields would of course help, but an equivalent years requirement isn't as important as demonstrated skills.

JOB DESCRIPTION
DEAN OF BEHAVIORAL SCIENCES

The Dean of Behavioral Sciences directs, coordinates, organizes and supervises a variety of instructional programs, vocational programs and student services in both the day and evening programs. The programs and activities have an intradisciplinary relationship to the general area of behavioral and human services.

About half the responsibilities of the position are in the area of instruction, the other half are in services.

The Dean of Behavioral Sciences reports directly to the President of the college.

The Dean of Behavioral Sciences has supervisorial responsibilities for all of the programs and services listed below. Personnel supervised include two directors, seven teacher-counselors, nine teachers in the day program, ten teachers in the evening program, two secretaries, five child care workers and three paraprofessionals, a total of thirty-eight people.

The Dean of Behavioral Sciences is responsible for instruction, curriculum development, supervision, class scheduling and budgeting for the following day and evening programs:

- Anthropology
- Psychology
- Sociology
- Early Childhood Education
- Human Services
- Recreation Education
- Athletics
- Physical Education
- Administration of Justice
- Counseling
- Career Center
- Child Care
- Educational Opportunity Programs and Services (EOPS)
- Program for the Handicapped
- Curriculum for Aging
- Evening Dean (1 evening per week)

Minimum requirement: At least an earned Master of Arts degree or equivalent plus three years' teaching experience in related areas and eligibility for a supervising credential.

JOB DESCRIPTION

ASSOCIATE DIRECTOR OF PHYSICAL EDUCATION & ATHLETICS

The Associate Director of Physical Education, Intercollegiate Activities, and Recreation is responsible for planning, developing, implementing, and evaluating all elements of physical education, recreation, intramural activities, and intercollegiate activities.

Although the position is primarily concerned with instruction, it does have service components such as the, provision, supervision, and management of facilities for community use.

The Director reports to the Dean of Behavioral Science on all matters related to curriculum and instruction in physical education, the intramural program, and intercollegiate athletics.

The Director supervises seven full time instructors, six part-time coaches, one secretary, and two equipment and locker room persons.

The major areas of authority and responsibility are the administration of the physical education, intramural, recreation, and athletic programs, and the supervision of the use and maintenance of the related facilities.

The most important tasks of the Associate Director of Physical Education, Intercollegiate Activities and Recreation are these:

1. Planning, organizing, and administering all elements of the curriculum and instruction offered by the college in physical education and recreation including recruitment, screening, supervision, and evaluation of the instructional and coaching staff.
2. Preparing class schedules and coordinating use of instructors, facilities, and/or equipment in the instructional programs with intramural activities and the community service program.
3. Supervising the maintenance and upkeep of physical facilities, equipment, and athletic grounds, and the procurement and use of physical education and athletic supplies.
4. Preparing budget requisitions and administering the financial operations of this area within the prescribed budget when approved.
5. Planning, developing, and implementing a program of intercollegiate athletics in conformance with the philosophy and policies of the college.
6. Administering and supervising the preparation of all details related to the participation of athletic teams involved in intercollegiate competition, including scheduling and coordination of events, traveling, lodging of teams, coaching assignments, game management, budgets; and care, use, and inventory of athletic equipment.
7. Acting as representative of the college in the community and with the Camino Norte Conference in the development and adoption of policies and procedures relative to intercollegiate sports.

Minimum requirement: At least an earned Master of Arts degree or equivalent plus three years' teaching experience in related areas and eligibility for a supervising credential.

JOB DESCRIPTION

ASSOCIATE DIRECTOR/ADMINISTRATION OF JUSTICE PROGRAM

The Associate Director of the Administration of Justice Program is directly responsible for the management and supervision of the Administration of Justice Program, including direction, staffing, curriculum development and implementation and development of the Program, working closely with the Advisory Committee and Executives of all the Criminal Justice Agencies in the County.

The position is primarily instruction.

The Associate Director of the Administration of Justice Program is directly responsible to the Dean of Behavioral Science.

The Associate Director of the Administration of Justice Program is responsible for two full-time faculty, two full-time classified clerical and eighty-two part-time faculty.

The major areas of authority and responsibility are all areas of Administration of Justice, including Law Enforcement, Corrections, Courts, Private Security and Wildlife Law Enforcement.

My major task is to administrate and coordinate all classes within the area of Administration of Justice, this includes both the in-service classes and the pre-service, a degree class. As part of this task, I must interview and select instructional staff both part-time and full-time, arrange for training for their instruction and continuously evaluate their ability as instructors.

Constantly review and update the curriculum of all classes so that it is current and meaningful and pass on to instructors their updates.

Have a responsibility in the Basic Academy Course - Administration of Justice 5T to evaluate the students in that class, both academically and professionally and report these findings to their departments.

Keep in contact with state agencies that control many of the classes so that we are aware of changes and contemplated changes in course content so the input of the college can be made.

Be aware of the needs of the Criminal Justice Agencies in the county so that the kinds of classes that are wanted and needed can be provided and be knowledgeable enough in these areas so that classes can be developed.

Meet with the Advisory Board and keep them informed as to what is taking place at the college in the area of Administration of Justice and seek from them the advice as to what area to pursue and what their needs are.

Participate in the Clusters and other committees.

Act as a liaison between the criminal justice community and the college.

The Associate Director of the Administration of Justice Program should possess a Bachelors Degree, plus a minimum of ten years experience in a Criminal Justice Agency with two years of that experience in an administrative position. In addition, should possess a California Teaching and Supervisory Credential.

JOB DESCRIPTION

DEAN OF HUMANISTIC STUDIES

The Dean of Humanistic Studies is the manager of all functions associated with instruction in the humanities, language arts and related occupations. The tasks called for are essentially those of curricular development, professional staff development, coordination, supervision, evaluation and general administration. The Dean of Humanistic Studies shares with his colleague deans the usual functions of the dean of instruction, the dean of student personnel, the dean of the evening division and the dean of community services. Student involvement in the governance of the college and student activities are also his ultimate responsibility.

This position falls primarily within the management category of instruction although student governance and activities is definitely in the service category.

The Dean of Humanistic Studies reports directly to the president.

The Dean of Humanistic Studies supervises eighteen contract instructors in language arts and humanistic studies, eighteen hourly instructors, one paraprofessional in language arts and one secretary.

The major areas of authority and responsibility are instruction in language arts and humanistic studies and service in student involvement in governance and student activities. The disciplines included within Humanistic Studies are these:

Art
Foreign Language
Humanistic Studies (Philosophy,
Literature, etc.)
Journalism

Music
Reading
Writing
Speech

The most important tasks performed by the Dean of Humanistic Studies are:

- | | |
|---------------------------------------|--|
| ... educational leadership | ... supervision of day and evening instruction |
| ... curriculum development | ... budget formation and control |
| ... curriculum supervision | ... grant proposal writing |
| ... professional staff development | ... direction of special projects |
| ... evaluation of instruction | ... liaison with the community |
| ... evaluation of course outlines | ... acting president in absence of the president |
| ... schedule and catalog construction | |

The minimum requirements for eligibility for this position are a master of arts degree in one of the humanistic studies, plus three years teaching experience in related areas and possession of a supervisor's and/or administrator's credential.

JOB DESCRIPTION

STUDENT ACTIVITIES COORDINATOR

The Student Activities Coordinator assists and advises students working in the total college governance system. The Student Activities Coordinator organizes, coordinates and supervises clubs and club activities.

The position is primarily service.

The Student Activities Coordinator reports to the Dean of Humanistic Studies and Related Occupations.

The Student Activities Coordinator supervises one half-time secretary and five work study students.

The major areas of authority and responsibility include any student sponsored co-curricular activity, and any student related policies and procedures.

The most important tasks include assisting and advising students in working with the total college governance system; assisting students in initiating projects, such as helping at orientation and working with other community colleges; assisting students in forming ad hoc committees; organizing, coordinating, and supervising clubs and club activities and helping them plan major events; meeting with club representatives and acting as advisor to the Inter-Club Council; helping students initiate clubs and find faculty advisors; providing information to students on clubs; supervising a secretary and student workers; maintaining college bulletin boards; is in charge of providing information on available student housing, in developing the student handbook, and in publishing and distributing a monthly financial report of club monies; overseeing and coordinating budgetary items for clubs and organizations.

Minimum education and/or experience required: Two years of increasingly responsible experience in a field such as personnel, public relations, or public information.

JOB DESCRIPTION

DEAN OF SOCIAL/ECONOMIC SCIENCES

The Dean of Social/Economic Sciences is an administrative position which requires reporting directly to the College President. One of four co-equal deans, the Dean of Social/Economic Sciences is responsible for instructional as well as service functions. The Dean has responsibility for day and evening programs. The position of Dean of Social/Economic Sciences is a line position.

The position is both instructional and service.

The Dean of Social/Economic Sciences reports directly to the President.

The Dean of Social/Economic Sciences supervises three administrators, the Director of Cooperative Education, the Financial Aids Officer and the Student Placement Officer. The Dean of Social/Economic Sciences also supervises twelve full-time faculty, plus thirty-seven part-time instructors, six full-time staff and one half-time secretary.

The major areas of authority and responsibility are: Instructional--History, Political Science, Geography, Economics, Business Administration, Clerical Skills, Computer Science, Dietetic Services, Food Services, Consumer Education, Cooperative Education, Cosmetology, Banking and Finance, Management and Supervision and Real Estate. Responsibilities include course review; course approval; course descriptions; text approval; catalog review and approval; area and sub-area budget requests, approval and review; budget maintaining and transfer requests; equipment servicing and replacement; faculty and staff evaluation; faculty and staff position projections and hiring; facilities requests and projections; and assisting in faculty and staff development. The Dean also works with clubs and advisory committees and assists in development and writing of programs and proposals.

In the Student Services Area the Dean counsels students in the Dietetic Service Technology, Food Service Technology and Cosmetology programs in addition to those students who seek special assistance. The Dean works with the three administrators in the development of programs and proposals, in monitoring, evaluation and implementation of these programs. The Dean also works with the three administrators and staff in staff development and upgrading their skills and training.

The most important tasks include working with the other three Deans and the President and his staff to implement the policies and procedures of the Board. The Dean provides educational leadership to the college through the various committees of the college. The specific tasks are attendance at Administrative Meetings, the Deans' Meeting, the Area and Sub-Area Meetings, the committee meetings, the advisory committees for all instructional programs, Faculty Committee, the faculty evaluation process for full-time and part-time instructors and for staff and various task forces. Dean is also responsible for development of proposals for Financial Aids and other funding sources. Evening assignment takes place once per week to evaluate part-time faculty, monitor evening program, provide counseling for special situations and to provide administrative services in the evening. Dean attends conferences and workshops as deemed necessary, works with community, civic and student groups to provide special courses, services, and functions as the need arises.

Minimum requirement: At least an earned Master of Arts degree or equivalent plus three years' teaching experience in related areas and eligibility for a supervising credential.

JOB DESCRIPTION

FINANCIAL AIDS OFFICER

To plan, organize, develop, supervise and evaluate a college financial aids office; to prepare formal applications for government and private funds and supervise maintenance of statistical and accounting records; to determine what financial assistance would best suit individual students' needs and legal qualifications.

The Financial Aids Officer position is primarily service administrator.

The Financial Aids Officer reports directly to the Dean of Social/Economic Sciences.

The Financial Aids Officer supervises two financial aids assistants.

The major areas of authority and responsibility are: In addition to supervising and participating in the administration of a students' financial aids program, incumbent is expected to serve as adviser to the scholarship policy-recommending committee, and to maintain liaison with other appropriate offices of the college and with community organizations in soliciting support for scholarship programs.

The most important tasks include dissemination of information throughout the college on financial aid opportunities; conducts regularly scheduled meetings to provide needed information to specific groups; interviews and confers with individual students concerning student expense budgeting and personal and family situations that might be related to financial aid needs and opportunities; reviews applications for financial aid; determines eligibility of applicants for consideration for the several types of aid; allocates resources to those students who are to receive assistance; prepares financial program or package for individual applicants; authorizes disbursement of funds; works closely with job placement personnel; prepares budget requests for the staff and the operation of the office; prepares recommendations on the institution's policies for student financial aid; attends and participates in meetings concerned with development of institutional policies on financial aid; conducts workshops and other informational activities on financial aid; maintains liaison with community organizations in soliciting support for scholarship programs; conducts and encourages studies on the impact of the aid program on the students; gathers data on such characteristics of the applicant group as sex, family size, income, and assets; prepares annual reports to the institution to agencies of State and Federal governments both to recapitulate activities and to initiate requests for additional funds, and to donors or sponsors of funds; supervises clerical staff of Financial Aids Office and the maintenance of appropriate records of expenditures.

Minimum experience: Two years of financial or accounting experience, preferably including interviewing of loan applicants, financial counseling, or a similar type involving interpersonal relationships.

Minimum education: Equivalent to graduation from college with a major in business administration or a related field. (Additional qualifying experience may be substituted for up to two years of the required education on the basis of six months of experience being equal to one year of college.)

JOB DESCRIPTION

ASSOCIATE DIRECTOR OF COOPERATIVE VOCATIONAL EDUCATION

The Director of Cooperative Education is an administrative position which requires reporting to the Dean of Social/Economic Sciences. The Associate Director of Cooperative Education is responsible for an instructional program, both day and evening.

The position is instructional in nature.

The Associate Director of Cooperative Vocational Education reports to the Dean of Social/Economic Sciences.

The Associate Director of Cooperative Vocational Education supervises between sixty and seventy full and part-time teaching staff each semester depending on the Cooperative Education enrollment. The Associate Director also supervises one full-time secretary.

The major areas of authority and responsibility are: instructional -- Cooperative Education seminar, including lecture series, assignment grading, course outline, course evaluation and general coordination. The Associate Director is also responsible for the following: Implementation and coordination of the Concurrent Enrollment program (including Veysey), coordination of the Pre-Apprenticeship program, Los Medanos College representative for the S.A.M. Project, and Los Medanos coordinator for the Vocational Technical programs and projects including V.E.A. grants and proposals.

The most important tasks include working with the entire Management Team along with the entire teaching staff for Cooperative Education, Concurrent Enrollment and Vocational Technical Education coordination. The Associate Director is expected to attend all Management Meetings, Area and Sub-Area Meetings, committee meetings, advisory committee meetings and articulation meetings with the feeder high schools, the R.O.P., the County Superintendent of Schools Office, the Bay Area Community College Occupational Planning Committee, the Coordinating Council of R.A.V.E.C. and the District Office for Vocational Technical Educational and the Student Accountability Model (SAM). The Associate Director is also responsible to coordinate V.E.A. Grant Proposal submission and attend workshops and conferences as required to keep current with regulations, laws, and current practices. The Associate Director works closely with the surrounding business and industrial community to articulate student and community needs.

Minimum requirement: At least an earned Bachelors degree or equivalent plus two years Community College teaching in a vocational area and two years industrial experience or equivalent and eligibility for a supervisor's credential.

JOB DESCRIPTION
STUDENT PLACEMENT OFFICER II

The Student Placement Officer is a management position under the supervision of the Dean of Social/Economic Sciences. The Placement Officer has responsibility for all student related employment.

Placement may be considered one of the culminating activities of Student Services in the college, it is tied in with and related to other aspects of the college curricula, as well as related to other student personnel services.

The Student Placement Officer reports directly to the Dean of Economic/Social Science.

The Student Placement Officer supervises a Clerk Typist or Job Placement Assistant or both and Student Assistants.

The major areas of authority and responsibility are Career Employment of students; part-time, temporary, and full-time jobs; Career Information; Career Counseling; Career Exploration; and on campus recruitment programs.

Plans and supervises a job placement office on a college campus, providing services to all categories of students seeking on or off campus employment; interviews students for the purpose of helping them determine career goals and ways to achieve them; interviews regular students seeking part-time or full-time employment on or off campus; makes final job placement upon completion of the program; interviews, advises, and places work study students; conducts follow-up studies on job placement, and maintains permanent files containing placement data among private and public employers who are potential sources of jobs; assisting in the evaluation and development of programs affecting student employment and careers; serves on advisory committees concerned with placement opportunities for college students.

Minimum requirements: equivalent to graduation from an accredited four-year college and two years of experience involving interviewing, counseling, job development, or other related technical personnel work.

JOB DESCRIPTION

DEAN OF NATURAL SCIENCES

The Dean of Natural Sciences is a line officer who reports directly to the President of the college. The dean is expected to provide educational leadership for the development and administration of a specified integrated area of study consisting of general education, transfer education, and occupational education within the day and evening programs. In addition, the dean will develop and provide for community programs and services which are integral to or have impact for the area of study.

The major responsibilities of the dean are primarily instructional.

The dean reports directly to the President.

Reporting directly to the dean are the Director of Health Sciences, the Director of Fire Sciences, eighteen full-time and over twenty-five part-time instructors. In addition, the dean supervises five paraprofessionals who provide technical support services within the area of study, and dean secretary.

The dean has authority and responsibilities over the following major instructional areas: Mathematics, the Physical Sciences, the Biological Sciences, and Occupational programs to include: Appliance Service Technology, Fire Technology, Nursing and Allied Health, Radio-Television Service Technology, Small Engine Technology, and Welding Technology.

The following listing indicates some of the major tasks performed by the dean within the area of study:

- ... To plan, develop, implement, supervise, and evaluate all elements of the instructional programs, including class schedule preparation; teacher load and assignment; approval and review of textbooks, instructional methods and materials, and instructional activities such as guest lecturers and field trips.
- ... To recruit, hire, assign, supervise, evaluate, and assist in the professional development of full-time, part-time and substitute personnel, including arrangement for and implementation of orientation and in-service training for new or probationary personnel.
- ... To review and prepare budget recommendation for all aspects of the instructional and student personnel programs and to plan, properly utilize and evaluate equipment and physical facilities.
- ... To prepare and distribute reports for area, campus or district publications such as catalogs, class schedules, accreditation studies, grant proposals and other such items.
- ... To meet and confer with the President, the three other Deans, the management council, the area faculty, district personnel, and other designated committees and groups such as advisory committees on matters related to instructions within the area, campus, and district, and to participate within the campus governance system towards the formulation of educational and campus policy recommendation.

JOB DESCRIPTION

ASSOCIATE DIRECTOR OF HEALTH SCIENCES

The Associate Director of Health Sciences is responsible for the management and supervision of the Nursing programs and Allied Health programs. The position involves improvement of instruction, in-service training, curriculum development and supervision of health science faculty and staff. The Associate Director provides leadership for the continual development of an integrated nursing curriculum and implementation of the Career Ladder concept within the nursing programs.

The position is both instructional and service.

The Associate Director of Health Sciences is directly responsible to the Dean of Natural Sciences and Related Occupations.

The Associate Director supervises nine full-time faculty, one nursing technical assistant, one secretary, and approximately thirty part-time faculty members.

The major areas of authority and responsibility are: responsible for development and implementation of nursing and allied health curricula and supervision of health science faculty and staff. Responsibilities include course review; course approval; course descriptions; text approval; catalog review and approval; budget maintaining and transfer requests; faculty and staff evaluation. The Associate Director also works with professional and advisory committees and assists in development and writing of programs and proposals.

The most important tasks include planning utilization of equipment and physical facilities, preparation of health science budget, recruitment of new staff members and maintenance of effective lines of communication between the college and the health and other designated service groups in the community.

Minimum requirements: Possession of a Master of Science in Nursing or higher degree. Education shall comprise of advanced courses in the field of nursing education, including courses in administration, principles of teaching and supervision, guidance and counseling, testing and evaluation, and curriculum development. Possession of a valid license as a Registered Nurse. Possession of a valid California Community College Supervisor Credential. Minimum of one year experience in administration of a professional program in nursing education plus three academic years in professional nursing education within the past ten years. Must also have had at least one year's continuous experience in the practice of nursing.

UNIVERSITY OF CALIF.
LOS ANGELES

-116-

APR 14 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES

JOB DESCRIPTION

ASSOCIATE DIRECTOR OF FIRE SCIENCE

The Associate Director of Fire Science is a staff officer who reports directly to the Dean of Natural Sciences and Related Occupations. The Director is responsible for the promotion, organization, supervision, and coordination of a county-wide fire protection and fire technology instructional program for various fire departments and fire fighting units.

The major responsibilities of the director are primarily instructional.

The Director reports directly to the Dean of Natural Sciences and Related Occupations, who, in turn, reports to the President of the College.

Reporting directly to the Director are the instructors in the fire technology program and designated clerical personnel.

The Director has authority and responsibilities over the instructional programs for fire technology and its ancillary programs.

The following listing indicates some of the major tasks performed by the Director:

- ... Plan, organize, direct, coordinate, and administer the Fire Science program of the college in both on-campus and off-campus locations.
- ... Supervise and evaluate the instructional staff assigned to the Fire Science program.
- ... Coordinate the activities and the use of instructional materials and equipment in the Fire Science program for pre-service, in-service, and general education courses offered on-campus and at various locations throughout the county during the day and extended day sessions.
- ... Act as liaison for the college with various fire fighting units throughout the county, industrial firms, military units, and community groups in order to promote the Fire Science program, provide information, and assess needs for the college's services.
- ... Teach Fire Science courses on campus and at designated off campus locations, primarily in fire department stations.
- ... Counsel pre-service and in-service students to determine educational achievements and requirements for Certificate of Achievement.
- ... Coordinate the A.A. degree requirement in Fire Science with each campus within the District.
- ... To meet and confer with the Dean of Natural Sciences, the management council, Natural Science area faculties, and other designated committees on matters related to instructions within the Fire Technology program and to participate in the campus governance system towards the formulation of educational and campus policy recommendations.